

The Week

HOME 1-7
Sir Keith promises to leave SSRC alone
Catholics counter-attack on De La Salle closure
The LSE's history man gets down to business
Students call for closer links with TUC

OVERSEAS 8-9
Turkish academic year ends in chaos and controversy
Soviet Jews explore the roots of their culture
New Indian law course provokes privilege criticism
Harvard faces Afro-American affirmative action challenge

ARTICLES 10-15
Felicity Jones reports on the PICKUP programme; and Karon Gold talks to John Stoddart, the new principal of Sheffield City Polytechnic, 10
Ngalo Crequer talks to Lord Flowers, new chairman of the vice chancellors' committee, and examines new projections of student demand that contradict official pessimism, 11
Paul Hoch describes how Britain in the 1930s lost a whole generation of brilliant physicists by refusing to find more posts for exiles from Nazism, 13
Donald Haves discusses two eminent academics who in the early years of this century rose from the working class to Oxford chairs; and 43 writers, teachers, and academics offer a manifesto for verbal arts, 14
Sir Vivian Fuchs discusses the future of exploration in the 1980s, 15

HOOKS 16-22
Geoffrey Hawthorn reviews *Towards 2000* by Raymond Williams, 16
Michael Brock reviews the second volume of the diary of Beatrice Webb and D. G. Charlton discusses Zola and Balzac (17), and Roy Porter reviews *The Cambridge Illustrated History of the World's Science* and H. M. Collins discusses scientific fraud (19)

UNIVERSITY PRESSES 19-22
Anthony Trollope, cosmology, moral philosophy, Diderot, and the Bronze Age are among the subjects of new books

NOTICEBOARD 23

CLASSIFIED INDEX 24

OPINION 30-32

Tessa Blackstone discusses the treatment of the Vietnamese boat people; Ian Wrigglesworth MP looks at the challenge of youth training; and Don's Diary from Peter Abbs of the University of Sussex, 30
Letters on the reform of the UGC, Korean studies, and two-year degrees; and "Unim View" from Rita Donaghy of Nalco, 31

Next Week

Twenty years on from Robbins: what the report really said and Richard Hoggart on the way we were

John Beer on Culleridge Polytechnics - a new breed? Peter Collison on town and gown New books in sociology



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Politics and privacy

Privatization is an ugly and imprecise word, but perhaps an inescapable one in the 1980s. Not so long ago it was mainly about emptying dustbins in Wandsworth, and more recently washing hospital laundry. Now Sir Keith Joseph believes that the same practice should be extended to universities, or at any rate the few that can be persuaded to accept his challenge of boom-or-bust. He has already had one meeting with a small group of vice chancellors on this subject and another is planned.

The trouble with privatization is that it is used to describe two quite different programmes - and the trouble with Sir Keith's attempt to include the universities is that his intentions seem to be an unstable amalgamation of both these programmes. The first is a crude programme to hand over public services to the private market; the second, a subtle programme to redraw the boundary between the public and the private in our society. The two are rarely the same in practice. The aim of the first is to improve efficiency and to tighten accountability; the aim of the second to extend freedom.

The practical intentions of the first privatization programme are three. First is to secure the best possible value for money by putting public services that are necessarily monopolies out to periodic competitive tendering. Second is to increase accountability by using the market to communicate the demands of client-customers directly to those who provide services. Third is to break up, or at any rate tame, gigantic and allegedly immobile public sector bureaucracies that are unresponsive to changing demand.

None of these applies with much force to higher education. First, privatization for the sake of efficiency. By both national and international standards British universities and even even greater extent polytechnics are very cost effective. A few fringe services like catering could be handed over to private contractors, but the bulk of the results of local authority attempts at privatization are ignored but the core services of teaching and research can hardly be put out to tender like TV contracts. Buckingham, for what little example it is worth, is the exception that proves the rule.

Second, privatization for the sake of accountability. Of course, it is not at all

clear that total and specific accountability of higher education is in the public interest. But even if it were, many practical problems remain. Accountable to whom? Only to those who have both the capacity and the will to pay? The attempt during the 1970s to regulate research on the so-called customer-contractor principle demonstrated both the ambiguity and the crudity inherent in any plan to reduce the responsibilities of higher education to a simple-minded model.

Third, privatization for the sake of variety. Variety is certainly a virtue but there is no conclusive evidence that private markets stimulate variety. They may instead encourage uniformity. The immobility of bureaucratic institutions is also certainly an obstacle to change. But the problem of bureaucracy applies with as much force to the private as to the public sector. Only those with no experience of the former suppose otherwise.

There is, of course, another motive for this first crude form of privatization, one that is less often acknowledged by politicians but is probably much more persuasive. It is that crude privatization can appear to take the politics out of difficult decisions about the allocation of scarce resources. It is a device to let politicians off the hook. They can sling their shoulders and pretend that damaging and controversial decisions are the inevitable outcomes of the anonymous operation of the market, or that universities (or the National Health Service) can avoid damaging cuts by tapping the resources of the private sector.

Of course, universities should be able to attract private money - and do so with considerable success. But this ability and duty should not be used as an alibi by politicians who are desperately trying to square the circle by acquiescing in damaging cuts and then pretending that the inevitable damage can be avoided by the magic formula of privatization. This is a particular threat to the universities which could so easily slip back to a system of deficit financing, however loud the promises that no account would be taken of their private income in calculating their public grant.

The second and more subtle programme covered by the term privatization is altogether different. It arises from the belief that too large a part of the affairs of our society is taken up by politics, in particular the politics of abstract "isms" and anonymous in-

stitutions (of the private market as much as or more than public bureaucracy) both of which can be equally alienating, and that too small a part has been preserved for the private and the personal dimensions of life. It is a strain of belief at once reactionary and futuristic, shared by seventeenth-century Parliamentarians who sought to defend their liberties (significantly in the plural) against the encroachments of Royal absolutism and by the followers of E. F. Schumacher and his "Small is Beautiful" message. It is for the natural solidarity of individuals, families, communities and against the artificial abstractions of state (private as well as public). Personalization is perhaps a better word than privatization.

The intention of this second programme is to leave room for the personal, the private, the autonomous in a society that is necessarily and creatively interdependent. Universities therefore are important objects of this more subtle programme of privatization. Universities, and all higher education, should always remain to some degree private institutions, not in the sense of standing insensitively apart but because they should be preserved from too insistent and instantaneous a utilitarianism.

The general argument for personalization is that private estates of privilege should be preserved but that to try to cram all human affairs into the category of political is to reduce them to an unrealistic and ultimately oppressive simplicity. The particular argument for an autonomous higher education is that it should have a licence to behave in an irresponsible or irrelevant manner but that its very autonomy, its institutional privacy, is its greatest utility to society.

The main thrust of Sir Keith's interest in privatization seems to have been in the first crude programme covered by that word. Yet enough is known of the man to suspect that the intentions of the second more subtle programme must also interest him - and even as the Secretary of State who has done most to undermine the freedoms of higher education alarm him. There is after all little virtue in short-sighted "privatization" that erodes still further the institutional privacy of higher education, that impairs both its practices and purposes ever more firmly within the wire fence of the political.

Reliable authority

There is more than a touch of irony about the coincidence of the Inner London Education Authority's review of higher education with the Government's plans to abolish the authority. And it is not confined to the apparent oddity of launching a major debate on proposals which the authority will never see implemented.

More importantly, the review represents a negligible evidence of the potential for genuine rationalization in the country's largest concentration of students. An authority condemned as spendthrift and irresponsible has produced proposals which are rather more reasonable than those under consideration by the National Advisory Body.

It is true that the ILEA review spans a longer period than the current NAB

planning exercise, but it is a bold and innovative document. Even if some of the more radical proposals are watered down after consultation, the authority will still have done more than any other to rethink its higher education provision. What is more, unlike the NAB, the ILEA presently has the power to deliver its decisions.

The new ILEA will have those powers, but as long as it does not step out of line in keeping with ministers' general contempt for local government, they propose to retain the power of veto for three years - just when the changes flowing from the review would be implemented.

Given the Conservative manifesto commitment to abolish the metropolitan counties, and with them the ILEA,

the structure of the new authority might have been worse. The problem of administering higher education in the capital was largely responsible for preventing the break-up of the authority and there is an argument that an ILEA composed entirely of borough representatives will be more responsive to financial pressures.

But, while the authority's record may be questionably generous in the schools, notwithstanding the special associated costs with which it has to deal, the same cannot be said of higher education. It is not the ILEA's policy of the last few years, but the two London polytechnics run by similar versions of the joint board which the authority is to become.

The comprehensive definition of research and has a special word of support for the humanities and social sciences. The desire of the NAB to reduce "research" to manageable and therefore affordable proportions is understandable. But this should be done by adopting a definition which implies that scholarship is a cheap and marginal activity and so-called "establishment" polytechnic and college research is a permanently inferior basis to university research. The long-term goal must be equality of treatment.

Laurie Taylor



I think that just about covers the main points. So perhaps we could now turn to your own questions.

SILENCE

Are there any questions?

SILENCE

Anything that anybody wants to raise?

SILENCE

Anything. No matter how trivial?

SILENCE

Because I know how very confusing these first couple of weeks can be.

SILENCE

Information being fired at you from all directions.

SILENCE

So any little problems?

SILENCE

As I say, don't worry if they're about quite petty little things.

They can often be the biggest source of difficulty during these early days.

SILENCE

So don't be afraid to speak up. No one's going to bite.

SILENCE

Anything about the course?

Seminar arrangements? Assessment? Accommodation?

SILENCE

Yes. Gentleman at the back with the Fair Isle sweater. What's your question?

SILENCE

Yes, that's right. You.

EMBARRASSED SILENCE

Oh, I'm sorry. Didn't you have a question? I thought you were raising your hand. All right then.

Anyone else?

SILENCE

I mean it doesn't have to be an actual question. An observation perhaps. A critical comment. A tiny suggestion. The merest hint of an opinion about almost any aspect of anything.

SILENCE

Well perhaps we'll break for tea then, and after that, Professor Lapping - our head of department - will be popping in to do with any... erm... outstanding queries.

Excuse me, sir.

Ah yes. A question?

My name's Noakes, sir. First year Joint Media-Phil. I was just wondering - you know - wondering - well - because I haven't ever done them before - because we didn't have them at school - I was just wondering - what exactly is a typical university seminar like?

No problem there at all, Noakes. Just think of the last 10 minutes. Right? And then multiply by six. Now, anyone else before I post the tea?

The Times Higher Education Supplement

October 28, 1983 No 573 Price 50p

Universities may fail to provide extra places

by Ngalo Crequer and Olga Wojtas

The universities may fail to provide enough extra student places in 1984 and in 1985 to meet last month's urgent Government request.

Although some universities have still not made their decisions - even though the University Grants Committee deadline is on Monday - the early indications are that the places offered will not reach the UGC total.

The Department of Education and Science asked the UGC if some 3,000 extra places could be provided in the universities in 1984/85 and in 1985/86 to make up for the shortfall in the public sector. But no extra money would be provided.

Universities' fears about the long-term erosion of their grant have caused them to keep their bids for places low and they are insisting they will only take extra for the two years, unless they get extra funding.

The universities' budget is likely to suffer as a result of the Cabinet spending cuts which began last week. The first draft of the Government's new budget was inconclusive and claims on the Department of Education and Science vote will be determined by the so-called "Star Chamber" group of ministers in the next fortnight.

Substantial cuts imposed on the DES are bound to fall partly on the universities since they are responsible

for such a large proportion of the department's funding.

Edinburgh would like to take another 200 students, but will only ask for about 50. Dr John Burnett, the principal, said they could not take more without reducing quality.

"If the universities have already suffered a stab in the back, they now face the death of a thousand cuts," he said. He had revealed a year ago that DES student projections were too low and present proposals on increased intakes were implicit recognition of this, he claimed.

Dr Burnett condemned the Government for trying to get youngsters into higher education on the cheap. "For the first time in 30 years, the proposition that student numbers should be increased has been disassociated from the provision of extra funding," he said.

London University is yet to decide and will make a positive bid but not huge response. Kent will take 60 more but wants an assurance that the unit of resource (spending per student) will not be permanently damaged.

Exeter is expected to decide not to take additional students. Bradford overshoots its targets this year by 30 and will offer these, so long as they are home postgraduates. Bath, still to take a decision, has also overshoot by 85.

Manchester will take 40 next year and 75 the year after but an internal university paper has warned that if a



result a new unit of resource was calculated, then future income could drop by as much as £350,000.

Keble will take 50 and 30, Hull 75 and 75, Sussex 90 and 90, York 53 and 53, Salford 41 and 41, the University of Wales Institute of Science and Technology 85 and 85.

Birmingham will take 120-150 next year. Surrey 150. Brunel about 80, Oxford about 100, Aberystwyth between 30 and 50, Durham about 100, Warwick around 35 and Nottingham 100.

A UWIST official said that the university had not yet reached its staff

savings, so extra students could be managed. A Durham University official said they were sympathetic to the plight of 18-year-olds but they were unwilling to erode their unit of resource.

In Scotland the offers tend to be larger. Glasgow is seeking 205 extra students. Dundee 100, Stirling about 100, St Andrews 50, and Aberdeen about 30.

Swansea can take 85 each year, and Sheffield 100 each year.

The UGC will not make a decision about the university offers until its next meeting.

Loans plan for adult training

by Felicity Jones

The Manpower Services Commission was this week considering a student loan scheme to enable adults to take training opportunities as part of its adult training strategy.

A pilot scheme would begin in 1984/85 with around £15m rising to £100m. The MSC has looked to overseas experience, particularly Swedish and American, for models of loan schemes to private sector employees.

Payment of fees and maintenance could be covered by the loan which would be underwritten by the Government so that if the trainee was unable to find employment to repay the loan it would stop.

If the proposal was accepted by the commission it would involve some delicate negotiations with ministers to release what in effect would be new money for adult training and education, although the MSC hopes the money would come from the banks.

One outcome would be the disappearance of discretionary awards paid by local authorities and discussions have already been opened with the Department of Health and Social Security about the 21-hour rule to reduce the three-month qualifying period for unemployment students.

In terms of the total adult strategy, the loan scheme is the only major aspect which would draw any extra funding into the initiative. The other measures involve a shuffling of existing resources, in particular reducing by more than half the places on the training opportunities scheme (TOPS) which in turn would put more emphasis on self-help work.

In other respects, the MSC wants to continue to support work preparation, improve the community programme and pay employers for training an employee newly hired for a six-week induction course. Another plan is to make grants available to employers to cover the consultancy fees to explore a company's training needs.

There was also a proposal put before the commission to make small amounts of money up to £500,000 available to local consortia of employers on a bidding basis to develop up to 10 transferable skills training projects rather than training for specific jobs. The MSC would collaborate with the DES's professional industrial and commercial updating service over the local projects.

The commission has also been putting pressure on the department to provide some initiative on basic education for the unemployed.

Thatcher urges closer links on research

by Jon Turney

Science Correspondent

The Prime Minister is urging ministers from the three main departmental spenders on sciences and technology to increase coordination of their research efforts.

The debate on transfer of technology from defence research to the civil sector has now widened to take in the balance of spending between the Ministry of Defence establishments and research councils and universities.

Mrs Thatcher chaired a meeting last week between Mr Michael Heseltine, Secretary of State for Defence, Sir Keith Joseph, Secretary of State for Education and Science, and Mr Kenneth Baker, minister for information technology in the Department of

Trade and Industry, to discuss these issues.

All parties are keenly aware that in the United States, where the proportion of government research spending on defence matches the 50 per cent spent in Britain, defence research laboratories and universities work much closer together.

Ideas now under discussion include not only freer exchanges of information between the two sides, but also the possibility of a transfer of some MoD basic research funds to the DES side, to be channelled through the research councils. With the MoD's research and development spending now running at £1,800m a year, even a small shift in resources would be highly significant for research councils and universities.

The debate on technology transfer between civil and military sectors was reactivated earlier this year by a report from Sir Iwan Maddock, former chief scientist at the Department of Energy, to the National Economic Development Office criticizing existing arrangements.

Mr Heseltine has already announced a new scheme for technology brokering to work with defence establishments, at the Prime Minister's seminar of technology transfer at Lancaster House last month. But further measures may now follow.

In a second report last week, Sir Iwan argued, for example, that the advanced electronics research of the DTI, MoD and the Science and Engineering Research Council should be brought together under a central authority.



Robbins report 20 years on, 10-11

John Beer on Culleridge, 15

Polyversity concept, 9

Oxford colleges vote on admission reform

by Paul Flather

Oxford University colleges are poised to approve a package of reforms aimed to make student entrance to the university simpler and fairer, and attract more state school pupils.

Next week representatives from the 28 main undergraduate colleges meet for a final vote on the reforms which include the abolition of the post A-level entrance examination, which is seen as discriminatory against state school applicants.

The reforms were drawn up by a special internal review committee of 14, headed by Sir Kenneth Dover, president of Corpus Christi College, to simplify admissions procedures sometimes described as "Byzantine" in complexity.

The reforms were also drawn up to head off critics both inside and outside the university who complained that too many private school entrants won Oxford places. From 1986 to 1991 51 per cent of the places on average went

to private school entrants; a third more than at other universities excluding Cambridge.

Under the Dover proposals there would be just two modes of entrance. One would be for pre-A-level candidates who would take the special entrance examination and be offered places after interview and conditional on A-level grades.

The other would be open to candidates at any stage of their career with admission based on A-levels, written work, an interview perhaps including oral tests, and school reports.

For the first time Oxford would be assessing all candidates at the same time in November and all applications would be processed through the more usual Universities Central Council on Admissions with a closing date of mid-October.

The Dover reforms would also allow candidates to express "preference" for colleges. If they wished, avoiding much of the guesswork made by some

candidates with little knowledge of Oxford life.

Opposition had been expected from at least three quarters: those who put special store by the educational value of the seventh term entrance, extending pupils well beyond A-level private schools which stood to lose in income and perhaps influence; and those who felt the reforms had gone far enough.

But general opposition appears to have faded away during the summer discussions. At the final preliminary meeting last week no major obstacles or amendments were raised, making it almost certain that the reforms would be approved next week.

If approved the new procedures would come into effect in 1985 for students seeking admission in October 1986. This is to allow all those already doing A-levels and expecting to take the seventh term examination to go through the system.

Balancing act on a shoestring

by Jon Turney
Science Correspondent

The latest report from the Natural Environment Research Council confirms that it is rejecting more grant applications as it struggles to support university research on a diminishing budget.

The NERC is now locked into a continual balancing act between its commitment to university research, its undertaking to back new priorities like remote sensing, and a squeeze on its income from both the science vote money channelled through the Advisory Board for the Research Councils and commissioned research.

In his introduction to the council's 1982/83 annual report, published this week, the NERC's chairman, Sir Hermann Bondi, says the really painful side is research commissioned by Government departments. This has declined by £12m a year, or 13 per cent of the council's total income, over the last few years.

In an attempt to offset this loss, the council has set up a research marketing group from its old commissioned research group. This group is increasing its efforts to win contracts from organizations like the European Commission and the World Bank, as well as industry.

However, Sir Hermann Bondi admits that this is unlikely to raise funds on the same scale as the sums lost.

The council's share of the Department of Education and Science's science budget is also falling. This means that although new appointments are still being made, more and more posts will be frozen when they fall vacant, according to Sir Hermann.

Nevertheless, some changes in funding are still possible and Sir Hermann singles out the best for the NERC "special topic" programmes, which bring together university departments and council institutes. This programme, now worth over £200,000 a year, is currently a badge of virtue.

This follows recommendations in Sir Dick Morris's report to the ABC that research councils, institutes and universities should work much more closely together.

At the meeting to launch the report, Sir Hermann outlined a review of the NERC's research establishment system announced last week. The council has set up a committee under Professor R. J. Berry of University College, London.

Under the present arrangements, 300 NERC establishments are awarded each year to individual university and polytechnic departments and prospective researchers then apply to departments.

Critics of the system claim that outside academics have too small a say in the projects supported. The council has invited comments on ways of improving the existing procedure.

Mr Charles was addressing a seminar in Belfast organized by the Irish Congress of Trade Unions in his capacity of chairman of the Northern Ireland Economic Council. In his speech he repeated his criticisms of the level of specialization in the British education system, which left graduates unable to apply their knowledge in their later work.

"We offer a specialized and expensive education to a select authority who benefit from three or four years study but we put all sorts of obstacles in the way of those who could benefit from shorter courses of higher education," he said.

Places for non-degree courses should be doubled, those for degree courses in order to correct the imbalance.

He suggested teachers in colleges of

Keele equality ruling kept in reserve

by Ngao Creguer

The result of a Central Arbitration Committee hearing between Keele University and lecturers on job applications by women could have serious implications for all universities.

The Association of University Teachers had asked the CAC to rule on the refusal by Keele to supply information on the sex of applicants for academic and academic-related staff.

At the hearing last week the committee said the nub of the question was the practicality of providing the information. The weight of argument in

favour of the claim was impressive and this did not mean the university's arguments were being ignored.

The committee felt competent to make a declaration, but instead it was agreed between the two parties that it would be deferred pending a statement by the university council on November 7. If the AUT is unhappy with the statement it is at liberty to return to the CAC to seek the declaration.

held that the AUT was not entitled to the information for various reasons. First, such information was not relevant as the parties were not in a collective bargaining situation; or, the union would not be impeded to a

material extent if it did not have the information; or disclosure would not be good industrial relations practice; or even if the information was available it would not assist in deciding whether selection procedures were inadequate or unfair - the quality of applicants had to prevail.

Finally, the university would find it too difficult to compile the information. There was no central collecting point for applications, and since March 1982 the university had reduced secretarial and clerical support staff by 28 per cent.

There was a backlog of several months' personnel work and it had been necessary on a number of days,

because of holiday claims, to shut the personnel office.

To institute a statistical collection service to get the information from departments "could involve many man (sic) hours of work. It is the view of the university that the seeking of such information places an unreasonable burden on its staff at its current reduced level beyond the value that any statistics might provide for the AUT or the university.

"Despite the above, the university is entirely happy to arrange to provide the information as soon as staffing levels allow."

Paid release extended

A pilot scheme to provide basic skills education for manual workers is to be extended by the National Union of Public Employees with the financial support of the Inner London Education Authority.

The initial project was made possible through one of the Adult Literacy and Basic Skills Unit's "pump-priming" initiatives. Mr Alan Wallis, ALBSU's director, described it last week at the project report's launch as a "flagship scheme" in terms of paid release for adults.

Under the project manual workers from the University of London, London borough of Southwark and the Greater London Council received second language, literacy and other areas of basic education. Over 400 employees from porters to domestic and cleaning staff attended the courses, which varied in length from 100 to 200 hours.

Mr Rodney Bickerstaffe, NUPE's general secretary, said that education had taken a low priority in the work-load of trade unions, but he hoped this would change as other unions and divisions of NUPE negotiated day release schemes with both public and private sector employers.

As the first union-based scheme for adults in basic skills Mr Neil Fletcher, chairman of the IEA further and higher education committee described it as a highly significant scheme which would be widened over the next two years with IEA funding into the trade union, education and skills project.

The south-east region of the Trades Union Congress will be the new big union sponsor which will draw four umbrella groups into the new management committee.

Greater links with the IEA's adult education institutes will be sought in the next stage of consolidation and expansion. Various London-based boroughs implementing equal opportunities policies and training for manual staff will be drawn into the scheme and discussions with the London borough of Camden are proceeding.

Aberdeen MP calls for merger inquiry

by Olga Wojtas
Scottish Correspondent

Mr Robert Hughes, Labour MP for Aberdeen North, has called for the Select Committee on Scottish Affairs to hold an inquiry into the proposed merger of Aberdeen University, Robert Gordon's Institute of Technology and Aberdeen College of Education.



Mr Robert Hughes: public evidence

The university court asked the Secretary of State for Scotland and the Secretary of State for Education and Science in February to set up an independent committee to investigate a merger. The proposal came only from the university, which had had no official consultations with the two other institutions.

The Government ministers have so far made no decision, but now Mr Hughes, who chairs the Select Committee, has asked for "urgent consideration" of his proposal.

In his letter to Mr George Younger, the Scottish Secretary, he said that a specially appointed committee of inquiry "was always open to the charge that it had been selected to produce a desired result."

"The merit of having the Select Committee on Scottish Affairs look at this is that the evidence, written and oral, would be public, and any recommendation would be seen to be free from influence by vested interests," he said.

The proposed merger could herald the most significant change in educational organization in recent years, and the merits and demerits required the most detailed public discussion, said Mr Hughes.

If such a merger were to take place he added, it could succeed only if all interests were fully consulted and given an opportunity to express their views before any decision was reached.

Mr Hughes stressed that he had an open mind on whether there should be a merger.

Union fears bankruptcy

Sheffield City Polytechnic student union is seeking urgent talks on the implications of a proposal to cut 25 per cent from its 1984/85 budget.

The proposal to cut £100,000 has been put forward by a polytechnic working party as part of the 1984/85 budget exercise. The student union has drawn up its own report on the action needed to avoid bankruptcy if a cut of that order was imposed.

They include redundancy for its full-time equivalent of 20 of its 140 full and part-time staff, quitting its city centre headquarters and social centre, or a package of savings. These include abolition or reduction of sabbatical posts, disaffiliation from the National Union of Students and its South Yorkshire area, closure of its headquarters building for periods of the year, a freeze on spending and increased bus prices.

While remaining confident that the union will continue to provide services to students and safeguard the jobs of its employees, Mr Mark Kelly, the president, said: "We shall be seeking a reassurance from the authority that they will not take this retrograde step. It really is quite crazy to suggest that the local authority will condone a measure which threatens the job security of our staff when they themselves have a no redundancies policy."

Councillor Mike Bowler, chairman of Sheffield's education committee, made clear the city would not allow the union to become bankrupt.

Students' day of action will include NAB protest

Leaders of the National Union of Students have widened the scope of a national day of action from the narrow area of the National Advisory Board proposals for public sector higher education to other areas of Government educational policy.

The NAB's proposals, to be confirmed by the NAB committee at the end of next month, are seen by the NUS as just one example of what ministers have in mind for education.

And it hopes to provoke the Labour-controlled Association of Metropolitan Authorities to change its policy and withdraw its representatives' support from the current exercise until ministers guarantee more money to maintain access and standards in the public sector.

The AMA's education committee annual meeting is in Birmingham three days after the day of action.

There should be no reduction in the overall number of places available in public sector higher education, which offers flexibility to meet the needs of students from non-traditional backgrounds.

It is also opposed to what it fears will be a dilution of academic standards, a distortion of the curriculum away from humanities and the arts to science and technology and an unacceptable increase in part-time opportunities at the expense of full time.

Poly teaching 'too didactic'

More evidence of over-didactic teaching emerges from a report by Her Majesty's Inspectorate on advanced courses in public administration at the Polytechnic of Wales.

Both the teaching style and the over-timetable of some courses leave students with too little opportunity to think and study for themselves, the inspectors say. Staff make little attempt to vary their approach, even when students are bored. The report recommends more team teaching, both within and across disciplines.

The report stresses that the staff concerned are "very adequately qualified" with a considerable range of experience; it is their teaching competence which needs development.

The inspectors say they were impressed with the good relationships between staff and students and report that students in many classes were helpful attitudes of staff. But, in a number of cases, lecturers were "too didactic" about students' behaviour.

Amplified by the full-time and a few part-time classes observed, were sharply by disturbing levels of sleeping, yawning, and absenteeism, which were to be accepted by tutors, says the report.

Inspectors found examples of assignments on both full and part-time courses with "surprisingly low standards of presentation, understanding and writing". Some of these were marked carelessly, sometimes top generally.

The inspectors suggest that these lapses of control may be linked with the poor examination results and high wastage rates on some courses, such as a part-time BEC higher national certificate/diploma in public administration and police studies.

A two-year social work course at Plymouth Polytechnic suffers from the fact that many of the placements cannot afford a car on a grant; the inspectors say.

Part of the difficulty arose because the courses had over-recruited so that placements close to the polytechnic were quickly filled. Another factor was inadequate clerical support, which meant that the placement tutor had to spend considerable time on basic clerical duties.

"When finance permits, the appointment of one clerical officer with responsibility for all placement-related duties, which should be considered by the inspectors, would be a great help," says the report.

High costs threaten college job cutting

by David Jobbins

In-built problems over who should bear the long-term costs of premature retirement is threatening the ability of the voluntary colleges to shed jobs by the least savage method.

Under the premature retirement compensation scheme the voluntary colleges must bear the continuing cost of long-term enhancement of pensions for staff who leave early, while in the public sector this cost is chargeable to the "pool".

Up to 90 posts at 16 voluntary colleges must be shed by next year - but the potential extra burden on budgets which themselves must be substantially trimmed under Department of Education and Science orders is too great for many to adopt a full PRC scheme.

According to some estimates half the colleges are either unwilling or opposed to the use of PRC because of uncertainties at the long-term costs of widespread use of the scheme, which could extend beyond the lifetime of the staff member involved because of commitments to his or her family.

Even where PRC is used it could be on less favourable terms than those available in the public sector - a matter of concern to the National Association of Teachers in Further and Higher Education which is determined to ensure that the two arms of the higher education service are treated equally.

According to union sources, while almost all the 16 colleges face losses of posts, the greatest concentrations are at Homerton College, Cambridge; Liverpool Institute of Higher Education; the College of St Paul and St Mary, Cheltenham; and St Mary's, Twickenham. The most severe problems are expected at St Mary's, Twickenham, and Homerton.

The colleges have been in double difficulty because of the coincidence of a 4 per cent cut in their budgets and the introduction of and abandonment of a new DES funding approach.

Many of the colleges had based their budgets on academic rather than financial years and had committed resources which the DES was expecting them to trim.

In an effort to bring some order to the chaos, the DES has sent in a private firm of accountants, Arthur Anderson, to examine the colleges' financial control systems. A sample of colleges were visited by the firm's audit team led by Mr Vincent Watts last month, and all the colleges are in the process of receiving follow-up visits for discussions on the preliminary findings which will lead to a final report by the end of November.

The widely drawn terms of reference for the team include determination of financial need, how resources are managed, and variations in accounting methods.

Unions to discuss taking action on research contracts

Possible industrial action by university research staff on short term contracts will be discussed by union representatives early next month.

Leaders of the Association of University Teachers are recommending a stepping up of the campaign against the use of short term contracts and waiver clauses under which employees sign away rights to redundancy and protection from unfair dismissal.

A motion from the AUT executive to a meeting of researchers' delegates from all over Britain will authorize the union to call "demonstrative and other forms of action" if the research councils, the university vice chancellors and Government do not recognize their "legitimate demands". Mr John Akker, deputy general secretary of the AUT, said: "No form of action is being ruled out."

Further details will be announced at the one day conference, the second to be held since the union raised its profile on the research staff issue.

The early stages would involve demonstrations outside Committee of Vice Chancellors and the research and research council meetings and a possible lobby of Parliament.

The AUT has written to Mr Len Murray, general secretary of the TUC, asking his support in the fight against waiver clauses, and is to join with other trade unions, principally the National Union of Teachers, the National Association of Teachers in Further and Higher Education, and the white collar section of the Amalgamated Union of Engineering Workers, all of whom have similar problems.

There are an estimated 10,000 research staff on fixed term contracts, and according to the AUT some 75 per cent have waived important employment protection rights. This compares with a lecturing strength in the universities of about 28,000.

Union leaders feel that in addition to suffering from insecurity associated with contract work, researchers are paid salaries that grossly undervalue their skill and the worth of the work undertaken.

A motion from Glasgow University calls for abolition of the lowest salary grade for researchers, which is £8,530, and amalgamation of the next two grades to provide a continuous salary scale from £7,190 to £14,125.

Public consulted about budget cuts

The Inner London Education Authority has embarked upon a six week budget consultative exercise, asking the public whether it should increase or cut this year's £269m spending in 1984/85.

The consultative document which has gone to all colleges, schools, governing bodies, local boroughs, representatives of students, parents, industry and trades unions, outlines specific possible cuts - £2m off the "topping up" money to inner London polytechnics; reductions of teaching hours; and discretionary awards to non-advanced further education - as well as areas of high priority for increased spending, including additional access courses and accommodation.

Three overall options are presented: to allow £5m for new developments, and £15m elsewhere, meaning net spending of £200-215m; £15m for new developments and a £5m cut, meaning £220-235m, or £20m for new developments and no savings, meaning spending over £240m. Opinions must be sent to the authority by December 9.

The consultative paper also shows what cuts would have to be made for IEA to qualify for rate support grant.

The Greater London Training Board plans to protest to Mr Tom King, the Secretary of State for Employment over the department's refusal to allow skillcentre facilities in Dorset to be used for a creche-linked to a women's only skills introduction course.

The creche is being proposed by a consortium of three local authorities and a delegation went to see Mr Peter Morrison, minister of state for employment, to discuss the use of Manpower Service Commission facilities for children.

In this way, it seems unlikely the training could help them very much," he added.

The Dorset skillcentre women's course is only the sixth in the country despite the fact that only 4 per cent of trainees at MSC skillcentres were women last year. The skills introduction course lasts 10 weeks and with a rolling intake of 10 women enables them to sample construction, engineering, craft and automotive and painting/woman genuine access to training opportunities, said Mr Gareth Daniel, Greater London Training Board chair.

The same or analogous arrangements should apply because, unless trainees are prepared to return to work

Looking for money spinners

by Jon Turney
Science Correspondent

The Advisory Council for Applied Research and Development has set up a new study group whose conclusions could have far-reaching effects on science policy.

The group, led by Dr Charles Reece, director of research and technology at ICI, has been asked to spot areas of science with economic potential. Their findings will be linked to the new annual review of government research and development expenditure to be prepared by ACARD and the Advisory Board for the Research Councils.

The study is regarded by ACARD as a long-term venture, and the group's first job will be to review a report commissioned by the cabinet office of forecasting techniques used in the United States, Japan and Western Europe. Sources at the National Science Foundation in the US indicated that the British investigators were especially interested in the past record of attempts by US government agencies to assess technical promise of basic research.

The group will then have to decide whether existing techniques are up to supporting advice on "current scientific developments... which show commercial and economic promise in the medium to long term".

The Japanese administration has long devoted much effort to identifying areas of technology to be singled out for special support and their record in picking winners over the medium term is concentrating the minds of other governments. If the ACARD study bears fruit, its findings would clearly be significant for priority-setting for research council support within the ABCR. The Department of Trade and Industry is also likely to take a close interest in the results, although they may go against current non-interventionist orthodoxy.

Other members of the study group include Professors John Metcalfe of Manchester University, Gareth Roberts of Durham University and John Thomas of Cambridge. Dr Carl Hillman, the chief scientist at GEC's Hirst Research Centre and Sir Hermann Bondi, chairman of the National Environment Research Council.

Mr Robert Beaumont, Stirling's secretary, said there had not yet been a reply from the regional council. He added: "Things could have been worse. The fish stocks in aquaculture were at their lowest."

Speaking at the college's commemoration day, Lord Flowers said it was "a curious aberration that the present Government, so devoted to reducing the presence of the state in so many facets of society, should be questioning our system of peer review."

"Peer review permits diversity and encourages innovation," he said. "An externally imposed validating body would kill them both; and yet that is what is now being floated. I hope we can convince the Secretary of State that our universities have long since grown beyond that need, and are the better and stronger for being trusted to determine standards for themselves."

Universities could not pretend, when everyone else was also losing resources, that they could not continue gradually to improve their productivity.



Rupert Housley, a Cambridge University archaeology student, examines peat samples at the site of the Glastonbury Lake Village, in Somerset. Mr Housley is studying environmental changes in the lake village, the only one discovered in Britain, for his PhD thesis. The samples represent 5000 years of peat deposits, which are carbon dated and examined for the distribution of different species to provide clues to the duration of the settlement and its character.

Large scale disaster

Virtually all Stirling University's fish stock has died, with a loss of £10,000, because of increased chlorine in the public water supply.

Around 1,300 fish in the university's noted institute of aquaculture have died of chlorine poisoning, as have 1,000 fish used by the biology department.

Researchers in the institute were coming to the end of a four-year project on fish diet, and six months' research time has been lost as a result of the poisoning.

In the past, Central Region has warned the university that there will be an increased amount of chlorine in the water, so that it can be filtered out before it reaches the fish tanks.

But this time no warning was given, and the university is now seeking compensation from Central's water and drainage department. It is likely that the university's water system will be rebuilt to avoid similar problems in the future.

Mr Robert Beaumont, Stirling's secretary, said there had not yet been a reply from the regional council. He added: "Things could have been worse. The fish stocks in aquaculture were at their lowest."

Peer review warning

The Government would destroy diversity and innovation in universities if it continued to question the peer review system, Lord Flowers, chairman of the Committee of Vice-Chancellors and Principals and rector of Imperial College, London, said this week.

Speaking at the college's commemoration day, Lord Flowers said it was "a curious aberration that the present Government, so devoted to reducing the presence of the state in so many facets of society, should be questioning our system of peer review."

"Peer review permits diversity and encourages innovation," he said. "An externally imposed validating body would kill them both; and yet that is what is now being floated. I hope we can convince the Secretary of State that our universities have long since grown beyond that need, and are the better and stronger for being trusted to determine standards for themselves."

Universities could not pretend, when everyone else was also losing resources, that they could not continue gradually to improve their productivity.

Grants bill is introduced

A Bill to allow ministers to withhold 0.5 per cent of local authority education grants and allocate the money to specific projects was introduced in the Commons this week. The Education (Grants and Awards) Bill also makes amendments to existing legislation to take account of the establishment of the Business and Technician Education Council.

Payments by the Department of Education and Science would cover up to 70 per cent of the cost of approach projects, which are intended to facilitate swift responses to new demands, improvements in standards of provision and the redeployment of expenditure in accordance with national objectives. The Bill encountered immediate opposition from the local authority associations.

Mr Philip Maridale, chairman of the Association of County Councils' education committee, said it was unreasonable at a time of unprecedented restrictions on local authority spending

to introduce measures jacking money away from some authorities and giving it to others.

But Sir Keith Joseph, Secretary of State for Education and Science, has described the proposed support grants as an important step forward which leaves unchanged the fundamental relationship between central and local government.

The grants will be allocated in response to bids from local authorities and will be payable for a maximum of five years, with longer periods agreed only in exceptional circumstances. They will not involve an increase in total local authority expenditure, although the DES will take the need for such grants into account in setting planned levels of expenditure.

The Bill's clause in relation to BETEC simply ensures the continuing availability of mandatory awards for higher national diploma courses validated by the new council.

Training board to protest against 'no creche' decision

by Felicity Jones

The Greater London Training Board plans to protest to Mr Tom King, the Secretary of State for Employment over the department's refusal to allow skillcentre facilities in Dorset to be used for a creche-linked to a women's only skills introduction course.

The creche is being proposed by a consortium of three local authorities and a delegation went to see Mr Peter Morrison, minister of state for employment, to discuss the use of Manpower Service Commission facilities for children.

Following the meeting, however, a

letter from the department refused permission on the grounds that it was unlikely that similar creche provisions would be available at the women's future places of work.

If it does not think it would be appropriate to do skillcentres for children because I feel the provision during training should relate to what provision if any, is likely to be available in subsequent employment," wrote Mr Morrison to the chair of the Lewisham employment industry committee.

The same or analogous arrangements should apply because, unless trainees are prepared to return to work

local authorities for a full-time nursery for 16 children which did not involve the MSC in any extra cost except the use of the building.

The GLTB supports the creche at Dorset as a test case for other skillcentres in tackling access difficulties of women to training courses.

"The irony is that if it would not cost the MSC a penny while demonstrating the importance of childcare facilities in providing women genuine access to training opportunities," said Mr Gareth Daniel, Greater London Training Board chair.

Avon backlog

Some three weeks after the new university term started, Avon County Council is processing a heavy backlog of applications for student grants. Of the total of 10,000 applications for new grants and renewals about 1,600 are still in the pipeline.

The council advanced several reasons for the delay. It said that many applications had been received after the official closing date, and that the staff, although supplemented by temporary help, had been hampered by constant telephone inquiries. The council has asked parents and students to make their own financial arrangements until the grants are authorized.

Park head quits in policy row

by Ngao Crequer

The managing director of Aston science park resigned last week because of policy clashes with the board over the way the park should be run.

Mr Ian Herman, managing director and chief executive of Birmingham Technology, which runs the park, wanted the business to expand much more quickly. He was in favour of more established companies joining the park as incubator units for high technology.

But the board prefers a more cautious approach and is highly selective about which firms are allowed to join. The park is a joint venture between Aston University, Birmingham City Council and Lloyds Bank, and the first stage has now been open for about two years. Mr Herman, aged 37, had been in office for a year, and had come from Schlegel UK.

So far eight firms have moved to the park, averaging one a month, and this steady pace is expected to be maintained. There is space for 20 firms in the first block, and another 20 in a second.

Mr Julian Ingleby, the development manager of Birmingham Technology, said the cautious expansion was deliberate.

"I have no doubt we could let all the premises overnight if we wanted to, judging by the amount of interest generated in the science park, but we are being highly selective," he said.

He accepted that this meant there were losses of potential rent, but the best investment was to have the right companies in the first place. They needed to be the right companies for Birmingham Technology to invest in, and those that could benefit in conjunction with the university.

The board is still deliberating over a successor to Mr Herman.

U-turn hits refugee students

by John O'Leary

Hundreds of refugees may be prevented from entering higher education because of amendments to grants regulations which appear to mark a U-turn in the Government's previous policy.

The change was prompted by last year's House of Lords judgment on ordinary residence, which dealt with definitions of home and overseas students. New regulations were drafted to restore the definitions previously used by the Department of Education and Science.

In the process, students who were granted refugee status after coming to Britain to begin their studies were omitted from the categories given "home status" for educational purposes. The ruling could deprive hun-

dreds of students of grants, particularly the many Irishmen who were given asylum as students after the 1979 revolution in their country.

The World University Service has sought talks with Sir Keith Joseph, Secretary of State for Education and Science, to protest at the change. The charity has taken up the case of an Iranian student denied a grant by West Glamorgan education authority after gaining a place on a civil engineering degree. He was in Britain studying for A levels when the revolution took place and has since taken a TEC diploma as a refugee.

A WUS official said: "We cannot believe that the DES intended to distinguish between different types of refugees; the Home Office does not and there seems to be no reason to do so. But we have had it confirmed that West Glamorgan's interpretation was

correct and hundreds of others could find themselves in the same situation."

Sir Keith's predecessor, Mr Mark Carlisle, announced special regulations for refugees in 1980, a year after full-cost fees were introduced. A DES spokesman said this week that there had been no change in general policy towards refugees, although the awards regulations had had to be amended after the Lords judgment.

The Government was already charged with breaking its pledge to extend the range of people considered as refugees for educational purposes. Mr William Waldegrave, as under-secretary for higher education, had undertaken to exempt more of those falling outside the United Nations definition of a refugee from overseas status, but the groups concerned are now being left to local authorities' discretion.



Democratic Unionist Party protesters sang hymns and waved placards outside a conference on gay and lesbian rights organized by the National Union of Students at Queen's University Belfast at the weekend.

Inside student leaders successfully struggled to prevent the conference being used as a platform for organizations connected with the political struggle in Northern Ireland.

Mr Frank Howard, of the NUS executive, admitted: "As a result the conference was not a success."

News in Brief

Britain shows reforming spirit

Britain's first Centre for Reformation Studies, and the only one outside Germany or the United States, will open on October 31 at the University of Sheffield. The centre was established by Eusebius professor James Atkinson in association with the university and the church, and it will present lectures, classes, exhibitions and films in Reformation and Renaissance studies.

The opening ceremony, conducted by the Earl of Scarborough, has been planned to coincide with the day recognized throughout the world as Reformation Day, when Martin Luther nailed his 95 theses to the door of the Schlosskirche at Wittenburg.

Peace ring

A network of teachers in adult education who are involved in peace studies was the outcome of a recent day school on peace studies in European schools and colleges organized by European Nuclear Disarmament (END) in Sheffield.

Good practice

Liverpool University has won a grant totalling £105,000 a year to open a new department of general practice. Medical students will be attached to GPs' surgeries off-campus, rather than a university special centre, for part of their training, and some of the new department's teaching staff will also work in outside health centres.

Data base

Sheffield University and Sheffield Polytechnic have collaborated to form a Centre for Statistical Data Analysis in work with schools, colleges, industry and commerce. It will support statistical education at all levels and in particular help teachers to make statistics more relevant to their students.

Deaf aid

Durham University is hosting a reception on Monday for the British Deaf Association to recognize the establishment of the Allan Mayhew research fellowship. This will be awarded to deaf people to carry out research in their chosen fields and an appeal for £130,000 has already been launched.

Business contact

Strathclyde University has successfully launched a distance-learning Master of Business Administration, the first of its kind in the country, to complement its full-time and part-time MBA courses. More than 70 students are beginning the course this session, which attracted around 4,000 inquiries from both British and foreign firms. The new degree is open only to British applicants at present, however, and is made up of courses which can be studied individually and cost between £120 and £230 each.

Rules waived

Ulster Polytechnic has agreed to register the student union president and the vice president for entertainment in the face of a student threat to test the eligibility of their elected representatives in court. The polytechnic's academic board agreed last week to waive regulations barring the two from student office.

Relative help

A Glasgow University professor pioneering work with cancer patients has led to the setting up of a new cancer service for patients, relatives and doctors. Professor Kenneth Calman of Glasgow's clinical oncology department has, for several years been trying to minimize the fear which cancer arouses, pointing out that it is not always a killer and that positive emotional support can aid recovery.

Old dialects

A graduate of Edinburgh University, Colonel Robert Gayre, has given the university £50,000 to establish a new centre of medieval English and Scottish literature.

Students 'should pay full fees'

by Olga Wojtas

Scottish Correspondent

Universities' funding should come directly from students' grants instead of through the University Grants Committee. This is the view of the right-wing "think tank," the Adam Smith Institute, in its newly published *Omega Report on Scottish Policy*.

It argues that the Scottish universities have lost much of their character and nearly all their independence through their "total subjection to the Government in their funding."

Good departments suffer as UGC resources "are pre-empted by more powerful universities" with the wishes of staff and students carrying little or no weight. This could be rectified, the report suggests, if universities were removed from UGC control and charged students economic fees.

The same number of students would be financed but they would be free "to choose what and where they wished to study," leaving the universities "free to choose how to respond to the demand thus revealed by students' wishes, building up those courses in demand and phasing out less popular ones."

Scotland could pioneer such a system, according to the report, but a

move to student loans could be made only for the whole of Britain, or there would be a "potential disincentive" for students to attend Scottish universities.

The report claims that the Scottish banks were likely to be particularly well disposed to offer loans, and adds that universities would then be able to expand freely, since there would no longer be a need for controls of student intake.

The report strongly attacks Scottish school education, saying that the standard was not good enough to ensure that Scottish pupils were accepted by English universities, or even in some subjects "to ensure a reasonable chance of the successful completion of a Scottish university course". It claims baldly: "Many more Scottish students fail than do English ones."

Standards could be improved by having parent-dominated schools councils with the right to take schools "out of the state system, to become voluntary, self-financing bodies, free of all official control."

If the standard of Scottish examinations, especially in scientific subjects, did not rise, these more effective schools councils could press for the adoption of other examination boards.

Police college row rears up again

by David Jobbins

Old wounds are being reopened within the college lecturers' union over the anti-racist content of police cadet training.

New disciplinary complaints lodged against four members of the National Association of Teachers in Further and Higher Education will hinge on last year's row over the exclusion of black lecturer Mr John Fernandes from the Hendon police cadet school after disclosing 62 essays written by cadets which exhibited racist tendencies.

With the transfer of 15 staff on the cadet training scheme from Brent to Barnet local education authority and the completion of Nathe's own inquiries, the row seemed defused.

But allegations of conduct detrimental to the interests of Nathe are now to be investigated by an internal tribunal. The allegations, dealing with the action of four members of the Kilburn Polytechnic branch committee at the time of the row, highlight the gulf between the two sides of Mr Fernandes and the union leadership.

The complaint was originally lodged by Mr Stephen Garrett, chairman of the 15-strong police school branch. It names four members of the Kilburn committee - chairman Mr Clive Leonard, vice chairman Ms Mervyn Moos, secretary Ms Margaret Dewey and former treasurer Ms Elisabeth Peet.

They are accused of campaigning against Nathe's policy during the dispute by the "unilateral and peremptory" redeployment of staff from the cadet school, lobbying councillors, and approaching the media with statements critical of Nathe.

On two occasions, the complaint says, the four named members took part in pickets against union members following Nathe's policy.

Mr Fernandes, who is not named in the allegations, said this week that his colleagues had been following branch policy over the affair.

Goldsmiths' may close six courses

by Ngao Crequer

Goldsmiths' College in London is considering closing six courses in an attempt to reach student number figures imposed by the Department of Education and Science.

The closures, if accepted, would also mean the end of courses with a special reference to religion in its charter.

Last week the Goldsmiths' delegation (the supreme authority) referred back the recommendations to close the courses, and reduce intake in a seventh. They will go back again to the academic board, and then to the delegation on December 13.

The proposals are to close BA religious studies and sociology, and BA religious studies (part-time) - effectively the closure of the department's BSc geography, BSc anthropology and geography, BA art and art history, and an art foundation course. A diploma course in communication studies and graphic design may have its intake reduced.

If the proposals were accepted, the last intakes would be in 1984 or 1985, according to the course.

One of the chief objections to the closure is the effect on religious studies. The charter states that "the college shall make provision for the study of religion, including Christian theology".

The recommendations from the board to the delegation were accompanied by a proposal that a working party be set up to consider how the teaching of religion might be continued. The Rev Peter Loopley, the acting head of the department referred all inquiries to the college information officer.

The DES has told the college to reduce its numbers to 3,600 and its student staff ratio to 11.5:1 which means losing about 30 posts by 1985. The proposed course closures would mean a reduction of about 100 students.

Observatories face cuts

The Astronomy Space and Radio Board of the Science and Engineering Research Council, facing severe financial problems next year, has set up an urgent review of staff numbers in three council establishments.

A nine-member panel chaired by Professor Peter Willmore of Birmingham University has been asked to report by the new year on future board needs for work at the Royal Greenwich Observatory, the Royal Observatory, Edinburgh, and the Rutherford Appleton Laboratory.

Budget cuts within the SERC have

left the board with a £2m a year shortfall on current plans, and they may also have to find an extra £1m if the new science vote offers no respite for the SERC's problems in meeting international subscriptions.

The panel will visit the three establishments, and make contingency plans for staff reductions if the board budget comes under stronger pressure. An outside scrutiny of the council by the government's cost-cutting Rayner unit earlier this year called for a review of the two observatories, with a view to possible amalgamation.

Alliance MPs demand student grant debate

by David Jobbins

Alliance MPs are pressing for a Commons debate on this year's student grant increase as student leaders finalise their 1984/85 claim.

A motion was tabled on the first day after the summer recess by Mr David Steel, the Liberal leader; Mr David Owen, the Social Democratic Party leader; and other Alliance MPs. It seeks to block the Government's 1983 Fees and Awards Regulations which authorize the grants being paid to students this academic year.

Clement Freud, MP for Cambridge North East, the Liberal Education spokesman, said this week the uprating of the main rate by 4 per cent and the increase in the parental contributions threshold were insufficient to keep pace with inflation and to undo damage done by the overall "unprecedentedly moor" award.

He accused ministers of displaying a total lack of fresh thought on student financial support. "Now the Government has thankfully jettisoned proposals for student loans, it clearly intends to avert the problem of grants into a sliding," he said.

A thorough Department of Education and Science review of student costs was needed so the grant could reflect student need and "not some abstract figure plucked from the air by the Treasury", Mr Freud said.

Last Year Opposition MPs inflicted a highly embarrassing but largely technical defeat on ministers at the end of a committee debate on a similar motion. It was quickly reversed when the matter was reported to the full House.

and students received no extra money. But it was an opportunity for Opposition MPs to draw attention to the Government's approach to student grants as part of its incomes policy.

Sir Keith Joseph, Secretary of State for Education, has repeatedly spoken of his dislike of the way his department's spending is forced upwards without direct control because of the mandatory awards system. But ministers have ruled out a promised review of student financial support to time for this year's uprating announcement.

Next week university vice chancellors hope to complete their regular survey which last year showed a steadily widening gap between students' needs and the grant, and evidence that more and more was being spent on accommodation charges and less on essential books and equipment.

Next week too the NUS will announce the findings of its £55,000 comprehensive survey of student income and spending covering polytechnics and colleges as well as universities.

It is the first such survey since 1972, when the exercise was carried out for the Department of Education by the Office of Population Censuses and Surveys, and will be used to support the union's claims for the 1984/85 grant.

This year's submission to ministers will closely follow the outline established last autumn, with a demand for a flat rate increase on the major rate and a minimum award in line with the Young Training Scheme allowance for all further education students.

VAT worry for councils

The Association of County Councils is considering approaching education ministers to get a change of law over the charging of value added tax on adult and community education classes.

The ACC is unhappy about the way that the discussions with HM Customs and Excise have been progressing so far. A more sensible interpretation of the legislation which differentiates between educational and recreational courses for the purposes of VAT has been sought.

ACC under secretary for education Mr Peter Coles, said that the association is very worried that it will never get a definitive answer since customs and excise are always wanting to apply the tax to a further activity and would have to take it up at ministerial level if no headway was yet achieved in the talks.

Meanwhile yet another local education authority has come under scrutiny from the tax department. West Sussex County Council has been asked to specify its subsidy to each adult education course at centres.

Whereas before the council has in fact said that it subsidizes all courses to the tune of £2m a year, the local tax inspector is no longer prepared to accept this situation and has warned that if the costs are not broken down, then all courses as a whole will be treated as a business activity.

The liability to VAT of the courses would then be determined by their content and those with an educational content "of a kind" provided by a school or university would be exempt while all others would be liable to be taxed.

Engineering change urged

The president of the Institution of Mechanical Engineers this week called for revision of engineering degree courses, including changes in entry requirements to ensure a mixed art and science background.

In his presidential address to the Institution, Mr George Adler, director of research of the British Hydromechanics Research Association, said the degree course should always follow a year in industry on a structured introductory course before entering university. On entry, the student's course should be built around real design projects, taking in the whole product cycle from market analysis through specification, design, production and marketing.

This would entail more emphasis on communication and management skills and less on right answers. Mr Adler suggested, "The examination should seek to measure the student's ability to use accessible sources to innovate, rather than his ability to memorize set procedures and formulae."

Students on such a course should have a level in a mixture of science and arts subjects, including English or another modern language. He believed, if the entry was right, he did not think it would be difficult to produce an integrated engineering degree course with the correct emphasis.

The problem would be to find enough teachers with industrial experience. Mr Adler's general outline of the need for more industrial contact and better teaching of communication skills was similar to arguments recently put by other pioneers of engineering education, and to ideas in the Engineering Council's recent statement on enhanced and extended degree courses.

Another plea for engineers to be taught how to manage organizations and sell products came this week from Mr Peter Hall, chairman of the British Computer Society and a former director of International Computers Ltd. Speaking at an electronic engineering symposium at Exeter, he said that much of the industry's training had been inadequate.

He said that the industry's training had been inadequate.

Heriot-Watt gets £1.1m to complete move

The University Grants Committee is to give Heriot-Watt University £1.1m to move to a single site.

At present it is housed in two sites, one in the centre of Edinburgh, one outside. It was half way through its programme to move to the Edinburgh campus outside Edinburgh when the UGC froze funding in the mid 1970s.

The new building programme, which will begin early in 1985, is

expected to be completed by 1991. The city centre buildings will be sold, although it is not yet clear what the proceeds will come to for UGC or Treasury.

Heriot-Watt's principal, Professor Johnstone, said the UGC funding had been won "by reasoned and persistent argument over the past year".

He added: "Considering the nature of twin-site working, which

have had to endure, it is quite remarkable that Heriot-Watt University has made great strides forward in many areas, acknowledged as vital to the university's future."

Some of the "wins" of the campaign on the twin-site situation have been several departments which have been inadequately housed in the city centre.

He said that the university's

THE BRITISH COUNCIL

International Specialist Courses

Teaching Practice and Assessment for ELT
25 March - 6 April 1984 in London

The course will address itself to issues concerning the place of teaching practice on initial or in-service training courses for teachers of English for speakers of other languages (ESOL) and the assessment and evaluation of this element. Emphasis will be placed not only on current practice in ESOL but also on recent developments and research in general and foreign language programmes of teacher training in Britain.

The Director of Studies will be Ken Crispwell, Lecturer in Education in the Department of English for Speakers of Other Languages at the University of London Institute of Education.

The course is designed for teacher trainers as well as inspectors. Selection will be based on applicants' present or future commitments to the training of ESOL teachers. Fee £595 (Residential), £345 (Non-residential).

Communicative Activities in ELT: Methodology and Materials

25 March - 6 April 1984 in Manchester

The course will consider communicative activities from a number of viewpoints, in particular methodology and materials. As well as information about latest developments there will be demonstrations of methods and materials and opportunities for members to make materials and practice using them.

The Director of Studies will be Bob Jorden of the Department of Education, University of Manchester.

The course is designed for teacher educators at primary or secondary level concerned with ELT and/or involved in materials production in ELT. Fee £595 (Residential), £345 (Non-residential).

The Management and Administration of Public Examinations

1 - 13 April 1984 in Southampton

The basic aim of the course is to enable senior staff connected with the administration of public examinations, mainly at secondary level, in different parts of the world to bring themselves up to date with current developments in respect of their management and organisation.

The Director of Studies will be Henry G MacIntosh, Secretary to the Southern Regional Examinations Board for the Certificate of Secondary Education, Southampton.

The course is intended for experienced staff of public examining agencies, ministry or department of education officials with responsibility for the construction and administration of public examinations at secondary level or above, and senior government servants in countries considering establishing their own examinations.

Fee £530 (Residential), £310 (Non-residential).

Training of In-Service Teacher Trainers for ELT: An International Seminar

1 - 13 April 1984 in Lancaster

The course aims to give members an opportunity to exchange information about current practice and issues arising from their local circumstances and to provide information on current thinking in the United Kingdom on the professional development of serving teachers.

The Director of Studies will be Graeme K Seeley, a teaching fellow in the Institute of English Language Education at the University of Lancaster.

The course is intended for teacher educators, Ministry of Education staff responsible for curriculum development and inspectors/advisers working with teachers in schools.

Fee £595 (Residential), £345 (Non-residential).

Modern Developments in the Teaching of English Literature

1 - 13 April 1984 in Aberdeen

The aim of the course is to review recent approaches to the study of English Literature at university and college level, and to assess contemporary developments in related teaching strategies.

The Director of Studies will be Dr Greame Roberts, Lecturer in English at the University of Aberdeen.

Course members should be either teachers of English literature at advanced level in tertiary institutions or teacher trainers and specialists engaged in curriculum development. It is not intended for secondary school teachers of English language or literature.

Fee £480 (Residential), £280 (Non-residential).

Graded Objectives and Tests for English as a Foreign Language

2 - 14 April 1984 in York

The introduction of graded objectives and tests along communicative lines has transformed foreign language teaching in those British schools which have adopted the scheme. The course aims to pass on by means of lectures and seminars information on the background to graded objectives and tests, on syllabus design and on testing techniques for a communicative course. The emphasis, however, will be on the workshops in which participants will be helped to plan the introduction of a scheme of graded objectives and tests in their own country.

The Director of Studies will be Michael Buckby of the Language Teaching Centre at the University of York.

The course is intended for curriculum and syllabus developers, examiners, evaluators, heads of department in schools, advisers, inspectors and teacher educators.

Fee £595 (Residential), £345 (Non-residential).

Further information and application forms can be obtained from your local overseas Representative of The British Council or from Courses Department, The British Council, 66 Davies Street, London W1V 2AA. Please quote reference THES/84.

Bristol Poly report counters HMI criticism

by Karen Gold

Bristol Polytechnic has issued its own report countering criticisms of its engineering department by Her Majesty's Inspectorate, and blaming inspectorate policies for some of the department's difficulties.

The HMI report of a visit in November 1981, published in July this year, implied that the department - with an ageing staff, poor environment, out-dated equipment and low level intakes and results - had little justification for remaining open.

"There is little evidence of local or regional demand for mainstream engineering degree courses at the polytechnic, and it must be assumed that the two existing prestigious engineering departments not in Avon adequately cater for these requirements," the report concludes.

But the polytechnic's counter report, which has been sent to Sir Keith Joseph, secretary for state for education and science, points out that the lack of full-time degrees in the main engineering disciplines of mechanical and electrical engineering which would have strengthened the department academically was entirely due to HMI's earlier advice.

"It cannot be stated too clearly that the unusual situation to which HMI refers is a direct result of HMI advice in the early 1970s. It was made clear to the polytechnic at that time that DES approval would not be forthcoming for a straight electrical or mechanical degree, and that the department must seek its full time degree in other fields," the Bristol response says.

Replying to comments by HMI that equipment in the department is inadequate and old, the Bristol paper says: "HMI have, in the past, turned down a considerable number of requests from the department for key sector approval to buy equipment", while on the HMI condemnation of the department's poor environment, the Bristol paper points out that plans for a new engineering building were frozen by the government.

Sophisticated teaching and equipment are needed for undergraduate work, it says in response to HMI suggestions that local colleges could take on some of the polytechnic's courses.

New senior appointments and some early retirements took place between the inspectors' visit and the publication of their report, the polytechnic adds: the department is now doing more research and short courses and has more industrial links.

Some statements in the HMI report are corrected by the Polytechnic: one college and not seven runs advanced engineering courses in the area; nine out of 17 not seven out of 19 students began the technology course in the first year in 1979 and were completing it in the third year in 1982, the Bristol report says.

Mr Peter Brooke, under secretary of state at the Department of Education and Science, this week wrote to Bristol Polytechnic saying he was anxious that the points in the report be discussed and had asked the Inspectorate to arrange a meeting with the polytechnic.



Gail Turpin, a former postgraduate student at Edinburgh College of Art and now a part-time lecturer in graphic arts, watches as her winning design for Autotype International Ltd's 1984 calendar is printed. Gail, who is pictured with Mr John Gorman, managing director of the printing firm, won a national student competition for the calendar, which is to be repeated this year.

Architects battle over practice and education

The rigidity of the schools of architecture and a wish by practitioners to wrest back some of their former control dominated the debate on architectural education at the annual conference of the Association of Consultant Architects at Robinson College, Cambridge.

The hostility towards the education system was best summed up by Mr I. Metcalfe, a partner in Gillespie, Kidd and Coia, the Glasgow-based practice which designed the new college, who said that the universities "were sponsored bodies who paid lip-service to the continuing professional need of the profession" and he said it was time for those in private practice to "ask for the bill back".

He advocated a sandwich degree course in architecture which started with two years minimum office experience followed by two years "intensive technical education" in school finishing with further practical experience.

Professor Peter Smithson, who teaches at the Bath school, however, said that a sandwich course would

destroy students' sense of vocation because they would go into "corrupted offices" too young. "The school as a whole seems to have something to say for it."

Entry into architecture should be from many disciplines such as the arts, graphics and building and at many age levels. Institutions should be fed by research institutes. There should be a new form of registration for practice independent of the Royal Institute of British Architects and no tenure for school leavers, he said.

Dr John Hawkes, lecturer at the Cambridge school and director of the Martin Centre for Architectural and Urban Studies, said that Part 2 courses too often mirrored the first three years of study. Students should be presented with a wider choice for specialization and courses of greater relevance to the industry who wanted to go directly into practice.

Dr Hawkes was depressed that the current education debate in architecture was little more than a debate about numbers.

Overseas news

'Ten new universities needed'

from Geoff Maslen

MELBOURNE

Australian universities and colleges of advanced education could face a demand for 100,000 new enrolments within the next six years - a 30 per cent increase on present numbers, according to the chairman of the Victorian State Board of Education, Dr Ken McKinnon.

The increased demand for places would require the establishment of another eight or 10 universities and colleges of advanced education with about 10,000 to 15,000 students each, rather than enlarging existing institutions, Dr McKinnon said, in an address to the chairman of the Victorian State Board of Education, Dr Ken McKinnon.

The federal Labor government's election promise to create an additional 25,000 places by 1990 would be inadequate to meet the demand, Dr McKinnon said. It would also mean the government could not make higher education available to a greater range of students and this would mean college and university places would be more rationed, not less.

Dr McKinnon, who is also vice-chancellor of the University of Wollongong in New South Wales, said projections of the future demand for places were based on:

● An expected sharp increase in the size of the secondary school population over the next six years, and a marked rise in the proportion of students staying on to complete their secondary schooling.

● An increase in the proportion of school-leavers going on to further studies - from the current 42 per cent to 54 per cent, the level of transition in 1974.

● A continuance of the present enrolment patterns of older students (those aged 23 and over) who now make up more than 40 per cent of the university student population.

Dr McKinnon's comments come at a critical time for higher education and are likely to be more influential than

most observations by vice chancellors. Ken McKinnon is still highly regarded within the Labor Party - he was appointed federal chairman of the Schools Commission under the Whitlam Government in 1974 and was dumped from that post by the Fraser administration seven years later.

But higher education is also under political scrutiny by the Hawke government and the federal minister for education, Senator Susan Ryan, has made it clear she expects tertiary institutions to be responsive to Labor's policies, notably those on broadening access.

On the issue of whether the increased student demand could be satisfied more efficiently and cheaply by making existing institutions bigger, Dr McKinnon said it would be better to create more medium-sized universities and colleges.

"With supportive student arrangements these would be most helpful to a more socially comprehensive (and successful) tertiary student body," he said. It would also be better to infuse or expand institutions in the western and southern suburbs of cities like Brisbane, Sydney and Melbourne.

"So far the Australian public has been conditioned to the view that tertiary education is for a small privileged elite," Dr McKinnon said. "It has not taken the view that tertiary education is a national necessity for a substantial proportion of the population."

Dr McKinnon was highly critical of the continuing separation of higher education students into university and college of advanced education streams. He described the binary system as "a major national educational blunder from which Australia was still suffering." In many cases it was difficult to distinguish colleges from universities while institutions such as the Royal Melbourne Institute of Technology were already bigger and stronger than some universities.

A three-tier system with community colleges, tertiary colleges and universi-

ties could encourage the growth of two-year initial qualifications "followed by further stages at appropriate career points" so that the cost of a four year degree would not be unbearably high, Dr McKinnon said.

"The division, and the continued justification of it, fly in the face of national need and common sense, putting technology and applied studies in an inferior position to other studies. It also flies in the face of mismanagement of universities and colleges (which occurred under the former liberal government)."

The community colleges would offer both general education and vocational courses, with up to two more years of general education in the arts and sciences beyond secondary school. These latter years would be organized and credited as tertiary studies for subsequent transfer to tertiary colleges.

Tertiary colleges would combine undergraduate vocational and arts and science study in the one institution. Students would go on from first degrees to universities for shorter, more intensive preparation for professional occupations.

Universities, under the newscheme, would provide the graduate training and research opportunities which Australia needed in the basic sciences, the learned professions and in the technologies and to make this function and research their primary roles.

"The states might well become entirely responsible for community colleges, the federal government might share responsibility for tertiary colleges on an agreed basis and the universities might continue to be an entirely national responsibility," Dr McKinnon said.

He said irrespective of whether the three-tier system found favour, the present binary concept had already been so far breached in practice as to be no longer useful, other than to create status barriers and problems of development.

Reaganomics hit American academics

from E. Patrick McQuaid

WASHINGTON

Reaganomics have caused severe problems for American academics. A survey of the nation's deans, provosts and other senior academic administrators reports that austerity measures imposed at state and federal levels have made it far more difficult for lecturers to obtain tenure, which guarantees job safety and academic liberty.

Some 28 per cent of the 318 four-year institutions surveyed have set quotas for the number of tenured positions they will allow among the teaching staff, a figure significantly higher than those of previous years. "We're not all highly tenured as most people believe," the director of the survey told a joint session of the American Council on Education (representing the United States) and the Association of Universities and Colleges of Canada at a recent convention in Toronto.

The most "surprising fact" reported is that only 43 per cent of the 490,000 professors included in the survey are tenured and that only two thirds of the total are in position to graduate to a tenured position.

The study, under the direction of Mr Kenneth Mortimer, head of the Centre for the Study of Higher Education at Pennsylvania State College, has not been finished. Its larger aim is to examine the effects of retrenchment on teaching staffs, academic programmes and campus budgeting.

But in discussing early returns, Mr Mortimer noted that one result of this movement is the more frequent employment of seasonal and part-time lecturers, covering annual, fixed-term, and multiple-year assignments. Many colleges are also offering their senior staff "early retirement" in an effort to reduce their tenured ranks.

In the past five years, some 4,000 employees at four-year colleges have been laid off, about 30 per cent of whom were tenured professors.

Hungary's graduates earn less than skilled workers

Higher education can seriously damage your earning prospects, at least in Hungary. A recent survey by the Hungarian Central Statistical Office of people aged between 20 and 34, who had completed a university or higher college course found that their salaries were lower than those of skilled workers of the same age and were gradually falling further behind. Nine years ago, the average starting salary of a new graduate was 81 per cent of the average pay of a manual worker; by last year, it had fallen to 77 per cent.

There are, moreover, considerable differences between subjects and specialties. Teachers are the lowest paid - and although four out of every ten graduates has qualified, at some level, as a teacher, there is still a major shortage of teachers nationwide. Recently the Ministry of Education and Culture had to permit as an emergency measure a return to rural schools to the old-fashioned system by which the first three classes might be taught by one teacher simultaneously.

At the other end of the spectrum, agricultural specialists, who are equally in demand, command the highest wages - 13 per cent more than the average graduate, although still

below the average manual worker. Women in graduate occupations typically earn less than men, although the number of women graduates now exceeds that of men, particularly in education, health care and in the legal profession. In spite of the apparent disadvantage of a degree or diploma, higher education still retains its popularity. The number of young graduates (the survey reports) has doubled in the last 10 years, reaching 205,000 in 1980. This expansion has been, primarily in the number leaving higher colleges although 30 years ago, two thirds of all young graduates had attended a university and only one third some other form of higher education, this proportion has now been reversed.

Canada's governor-general Edward Schreyer said: "Institutions of higher learning have the means and a responsibility in assisting society through the new technology towards a mature, stable and therefore beautiful society."

And American Education Secretary Terrel Bell said: "The only way to cope with accelerating change is to concentrate on mastering of the traditional academic subjects."

He urged a strengthening of university programmes that shape and discipline the mind, open the intellect to the wisdom of the ages and create a hunger for more learning. This is the path to "an intellectually mature citizenry," he said. "What we need from higher education is the highest quality liberal arts programme you can establish and offer."

He ridiculed charges that university graduates are over-educated. "We may miseducate our people, but we cannot over-educate them. The more education, the better. It is learning that opens understanding, strengthens decision-making, and elevates voting power and increases our productivity."

Getting the moral message

Elites was a major topic of discussion for some 1300 top officials from Canadian and American universities when they met this month in Toronto for the first joint meeting of the Association of Universities and Colleges of Canada and the American Council on Education.

George Pedersen, president of the University of British Columbia, urged universities and colleges to behave ethically, "according to the highest standards of human behaviour." Calling for "greater straightforwardness," he worried that universities "had not always satisfied the most stringent and ethical standards" when promoting themselves.

He said: "I can't help but be amazed at the number of our colleges and universities that are 'world class' or 'great' or 'outstanding' or some other equally glorifying and over-used superlative." Such misrepresentation has no place in an institution of higher learning, he insisted.

Elites must also form an integral part of university teaching, said Father Roger Guindon, rector of the University of Ottawa. Universities must not only graduate an "educated citizenry" but promote "responsible citizenship."

"Once we have helped men and women to obtain a degree, have we fulfilled our whole mandate? Are we satisfied that every holder of a degree is a responsible citizen?" he asked. Elites should be part of all teaching and not segregated in separate courses.

Father Theodore Hesburgh, president of Notre Dame University, told the conference's plenary session on ethics and morality: "Let it not be forgotten that how we think, what we do, is so much more important than what we say. Every act of ours is teaching."

"Education is the key to the future, but it had better include education on what is most important in life," said Hesburgh, warning universities against turning out "dull and drab practitioners" of change.

Of all the ethical challenges facing universities, the greatest moral problem was "the nuclear threat to humanity," he said. "If we do not learn and teach our students how to cope with this primordial nuclear problem, we need not worry about all the others."

Hesburgh urged universities to use all the expertise at their disposal to fight the nuclear threat, warning that "once the nuclear barrier is breached, for whatever reason, it is bound to escalate."

The role of the liberal arts in humanizing and socializing an increasingly technological society also emerged as a recurrent theme during the three-day conference.

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Police called to legal wrangle

by Sarah-Jane Evans

Student demonstrations have again marked the return to university in Spain. As usual, they centred on Madrid, which has five universities and hosts one third of all Spain's students. This year, police had to be called to the law faculty at the Complutense University. With its 17,000 students, the faculty is larger than a number of other Spanish universities.

The demonstrations are particularly significant this year because the new law to reform university education has just come into effect. Spaniards are reeling under the range of new legislation that has come into effect since the socialist government came to power in December 1982. Education reforms have consistently received a high profile less as a result of the influence of education minister, Jose Maria Maravall, more because of the direct interest of Prime Minister Gonzalez and his schoolteacher wife. The government also has a strong belief in education as an instrument of social change.

This year there are altogether 720,000 university students and 40,000 teachers. The Complutense University, with 100,000 students, is always a potential site for student unrest. Vice dean of students Javier Alvarez Garcia said: "A monster like the Complutense just cannot function."

In the whole of Europe there's no university which even approaches these figures. You could argue that Spain is not yet ready to spend money on new universities, but it would definitely be more profitable. At the

moment we're pouring money down the drain, because we're not producing good professionals in these jam-packed faculties."

The trouble in law arose at registration. All students, except first years, choose their own teaching groups and teachers - and they want to be in the easiest group. Large queues started building up at the faculty office the day before registration. When it eventually became clear that many of them were not going to be able to join their chosen groups, fights broke out, windows were broken, and the police had to be called in.

The law students have grounds for discontent. Classrooms built for 100 are having to take 250. The well-stocked library only opens in the morning, through lack of staff. This particularly hits students who have jobs in the morning and only attend in the afternoons.

Señor Alvarez is quite explicit about the consequences of overcrowding and lack of facilities: "I have had students who have graduated and have then had to handle a case of some crime or other. They have come back to me to ask how they should present the case in court. This is serious. We're not talking about some private business which is going badly; this is a matter of defending a client against a possible 12 years in prison."

The Education Ministry, however, has chosen in its first year to concentrate less colourful issues. The new law's most direct effect will be to give universities greater independence over finance and staffing. This is important



Commenting on demand

from Charlotte Beyers

PALO ALTO

Nobel prizewinner Gerald Debreu, a professor of economics and mathematics at the University of California at Berkeley, received reporters elated in blue pyjamas and a bright silk dressing-gown. He said he was extremely happy to receive the Nobel prize for economics.

The 62-year-old French born scholar was the twelfth professor from an American university to have won or shared the prestigious economics prize. He will receive a gold medal as well as one and a half million Swedish kronor (£125,000).

He received the award for a series of mathematical models that classically proved the theory of demand and supply described by the Scottish economist Adam Smith, in *The Wealth of Nations*.

Buddhist university opens doors

from D. B. Uddegama

COLOMBO

The first academic year of the Buddhist and Pali University of Sri Lanka began earlier this month.

Established under a January 1981 Act, the university aims to propagate Buddhism, Buddhist philosophy and Buddhist ethics (doctrine). It will teach the Buddhist canon (Pali, Sinhala, and English) and allied subjects, conducted in four separate but affiliated colleges.

Eighty bhikkhu students (monks) have been chosen for these courses. Three hundred others with the necessary qualifications have applied for registration as external students.

Although the admission to affiliated colleges is restricted to Buddhist monks, any others of whatever race, creed or sex, who possess the requisite entry qualifications, is eligible for registration as an external student. Sinhalese and English are the media for examinations.

The university has been admitted as a full member of the Association of Commonwealth Universities.

Overseas news

Dutch launch 'new blood' scheme

A smaller version of the British "new blood" scheme has been launched in Holland, providing fellowships for 75 academics over the next five years. Candidates will have to be between 25 and 35, hold doctorates and be of exceptional academic quality.

The Constanline and Christiaan Huygens Programme has been launched by the Dutch National Board for Pure Scientific Research (ZWO) but will be open to any field of study. The board has been accused of unduly favouring scientists, as it allocated 71 per cent of its funds last year in natural sciences, but has defended itself on grounds of the quality of work. Christiaan Huygens was a natural scientist and astronomer, while his equally famous brother Constantine studied law and distinguished himself as a statesman, poet and literary figure. The awards will be made on an individual basis and not to departments.

This year the government subsidy to universities went up by 25 per cent on the 1982 figure, and some salaries by 30 per cent. There will be no such increases next year. It is likely, though, that a senior lecturer will be earning around £10,700 next year, as against £10,000 this year. The new law also greatly improves the financial position of the non-tenured staff. Despite this, Spanish commentators have noted that university staff are not welcoming the changes. Their concern seems to be that the reforms are still not getting to grips with the great expansion in the student population over the last ten years. The nature of the distribution of students is a source of worry: the most popular faculties are the ones with the longest courses and the highest levels of graduate unemployment.

Institutions are seeking more grants from the nation's 32,000 private foundations to make up for lost federal education funds. But in examining some 11,000 public disclosure records the agency has determined that 79 per cent of the foundations are not fully reporting detailed data on their grants-making programmes, investments, income, expenses and disbursements. Colleges need this information to help determine which of the numerous foundations have interests similar to theirs and would be most likely to fund their proposals, said the General Accounting Office.

Scientists at the Berkeley campus of the University of California say there simply wasn't enough time before severe cold set in to adequately respond to a suit aimed at delaying or cancelling the experiments. A federal lawsuit and force of nature have brought a halt to controversial experiments in California to test genetically-altered bacteria in the open environment.

The engineered bacteria were to be sprayed on potato plants to determine their ability to deter frost damage. The tests were approved by the National Institute of Health with little public participation.

The *Pseudomonas syringae*, dubbed "ice-minus", was to be tested at temperatures as low as 10 degrees below freezing. Responding to the suit, environmental groups which threatened to pursue the experiments went ahead and have delayed the test well into winter and yielded unreliable results. The tests will most likely take place this time next year and will mark the first time genetically-engineered organisms will be released into the environment.

Nobel officials said computer models based on Debreu's work were routinely used by the World Bank and similar agencies for analyzing trends in national economies and world markets.

Although he was delighted to receive the prize, Debreu expressed concern that he might be one of the last American scholars to win the Nobel. He said emphatically that funds for research should be at least doubled. "I am concerned about the support that mathematical research currently receives in the US," he said. "The condition is alarming and the future of mathematical research is in danger."

INFORMATION TECHNOLOGY (IT) YEAR

This year, the Government has encouraged everyone to know about and exploit IT. What about IT in British higher education? Are academics aware of IT and do they exploit it? What impact has it had, in particular, on teaching approaches?

In June this year the THES published an 8-page special feature which tried to answer some of these questions. Contributors include David Hawkrige, Professor of Applied Educational Sciences and Director of the Institute of Educational Technology at the Open University; Margaret Bodan, Professor of Philosophy and Mathematical Scientist at the Computing Laboratory at the National Institute for Medical Research.

Reprints of this 8-page feature are available, price 80p including postage and packing within the UK, from Frances Goddard, The Times Supplements, Priory House, 81 John's Lane, London EC1M 4EX. Please make your cheques/postal orders (no cash please) payable to Times Newspapers Limited.

War and peace

JUST DEFENCE GROUP: one of number of emergent alternative defence groups, involving academics, generals, theologians, and philosophers. Trying to chart course using idea of a freeze and no first strike. Involves Frank Barnaby, former director Stockholm International Peace Research Institute, Tobias, and Anthony Kenny, master of Balliol college, Oxford.

NEWCASTLE Laurence Martin, former King's chair is vice-chancellor. **LANCASTER** Professor Ian Bellamy and the **Richmond** **EDINBURGH**; John Erickson, professor and head of centre for defence studies, and leading research into Soviet military forces the *Edinburgh Conversation*.

ROYAL UNITED
founded in 1831 as predecessor of the Royal Society, backed by Moll and others. Early close links with a number of scientists. Promoted by National Federation of University Lecturers and lecturers' publication.

SERVICES INSTITUTE is a voluntary body for armed forces personnel, enjoying particular favour with senior officers and policy makers. It promotes discussions on defence issues, and has a monthly journal, *Defence and the Nation*.

apons system. Developing attitudes on attitudes to disarmament, and social-psychological effects of accidents, and incidents like the Korean airline disaster, which people fear could trigger nuclear conflict, and on the use of opinion polls.

binary cooperation. Professor Randolph Quirk, London's vice chancellor, takes the view that the binary list should not stand in the way of sensitization, and that it makes sense for the two largest single provi-

creating alarm about setting uncontrollable precedents. Nor has the binary orthodoxy ever managed to command absolute allegiance among Scottish civil servants. In any case, the experience of nationalism and (uncon-

polytechnics would have to be reoriented lower down in postsecondary education in order to provide the courses which the comprehensive universities had abandoned - just as the present polytechnics had to fill the

Work, edited by Denis Gleeson, published by Routledge & Kegan Paul, £9.95. **Youth Unemployment**, a paperback by Donald Hirsch, published by Yonthold £2.00.

ROYAL UNITED SERVICES INSTITUTE
founded in 1831 as professional body for armed forces
backed by MoD and subsequently enjoying particu-
larly close links with armed forces and policy makers.
Spurred by Falklands Factor, promises discussions
and lectures on Falklands.

on general MOD media relations, the other at King's College to look at the role of "expert" commentators during the war. Also puts £15,000 a year into the USS. £35,000 into the RUSI, and welcomes Chatham House activities.

reorganize the university. The merger between Bedford and Royal Hollow colleges and the other mergers still in the pipeline are the fruits of these efforts.

In the case of the ILEA, the rationalization

The second factor has been around for a long time, but has been given new emphasis by the circumstances of the 1980s. It is the desire to create comprehensive universities that cater for all, or almost all, post-15 students. The aim would be to

Programme failed in its major aim of reducing youth unemployment, and may well have reduced the number of permanent jobs now available. He argues that, since the same strategy is being used for YTS, there are no

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Robbins I. Peter Scott re-examines a report as relevant now as ever



Not one but six principles

The Robbins principle for nearly everyone in higher education is expressed in the singular and is concerned with access. In fact the committee laid down six "guiding principles." They were:

1. "We have assumed as an axiom that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so." This first and most famous principle has never quite been abandoned. By adopting the most minimal interpretation of this principle and making the most liberal use of its attendant qualifications, the Government has continued to argue that there is a place, somewhere in higher education, for everyone qualified and willing according to this criterion.

2. "We have assumed throughout the principle of equal academic awards for equal performance." This principle has been formally respected, although informally undermined. With the creation of the Council for National Academic Awards non-university students were able for the first time to receive degrees that were not dependent on the grace and favour of universities.

3. "We wish to see the removal of any designation or limitations that cause differentiation between institutions that are performing similar functions." This principle has never been accepted. Polytechnics and other non-university colleges have a different status from that enjoyed by universities, although the debate continues about whether they are, or should be, performing similar functions.

4. "If it is true that certain differences of level and function must be expected to persist among institutions, it is also true that such a structure can only be morally acceptable if there are opportunities for the transfer of a student from one institution to another." Very little progress. Although the need for credit transfer is more widely acknowledged than 20 years ago, its practice is almost as difficult.

5. "The organization of higher education must allow for the free development of institutions." Today this sounds more like a pipedream than a principle. The last 20 years have seen a consistent and sustained restriction of institutional freedom. The maintenance of the binary boundary, the dilution of the UGC, the creation of the National Advisory Body, the super-dilution of the present government, all mock this fifth principle.

6. "We must demand of a system that it produces as much high excellence as possible. It must therefore be devised that it safeguards standards." Just about true still, but no thanks to successive governments which have cut capital investment in higher education back to almost nothing and squeezed staff/student ratios on which standards ultimately depend.

Hopes and fears of twenty years

Requiem, retrospective, reaffirmation—the twentieth anniversary of the Robbins report suggests all three. Requiem, because a strain of nostalgia cannot be denied for a time not so long ago when the expansion of higher education seemed such an uncontested good. Retrospective, because the limits of Robbins' forward-look have been reached and passed; the need for some evaluation of the record of the Robbins expansion is now urgent. Reaffirmation, because the ideals of Robbins certainly and the remedies of Robbins possibly remain as fresh as ever.

Yet whether the intention is to regret the passing of an age of innocence, a sobor stock-taking of where higher education has reached, or a rededication to ideals that have been allowed to become flabby, two points have to be kept constantly in mind. First, the context of Robbins. Although only 20 years separate the Britain of Harold Macmillan from the Britain of Margaret Thatcher there has been a shift in national mood that is so great that it seems as if it should have occupied twice as many years.

In 1963 Britain had "never had it so good" on the confident assertion of its prime minister and it was about to encounter "the white heat of the technological revolution" according to its leader

of the Opposition (and soon to be Prime Minister). Britain had only just come to acknowledge that it was no longer a world power and still expected "a seat at the top table."

In 1963 the "Sixties" were only just getting into their swing. We were at the start of a decade that saw profound changes in social and cultural attitudes; a decade that saw fridges, televisions, foreign holidays become part of the possessions and expectations of ordinary families; a decade of virtually full employment, rapidly rising living standards and an expanding welfare state.

In 1963 the Britain of the 1960s, of the Robbins age, is all around us—in ruins the pessimists and cynics might quickly add. Office blocks, housing estates, motorways, even universities are all there to remind us of the dynamic hopes of that decade. Yet, although living standards are even higher, foreign holidays even more popular, fridges and televisions even more pervasive (and now joined by videos and home computers), many of the hopes of the 1960s have disappeared.

Britain has so far declined in status as a nation state that victory in the Falklands appears a major triumph. Mass unemployment is duly accepted. The welfare state is seen, at least by an influential section of the public opinion, as a burden.

Relative economic decline has gathered pace. The "British disease" once a mild irritant has become a raging infection.

Or so it seems. In objective fact Britain's position and performance may be much better than the pessimistic folklore of its establishment suggests. Still it is appearances that count towards a shift in national mood, and it cannot be denied that when Robbins was published 20 years ago the spirit of the age was very different.

The second point is simply that the details of the Robbins report need to be remembered. Robbins, this and Robbins that tend to get slung around in debates about the future of higher education without much regard being paid to whether the "this" and "that" were actually included in the report or are legitimate derivations from it.

Robbins has assumed such totem-like proportions over the last 20 years that there is now a danger that its symbolism, a manipulable quality, will entirely dominate what the report actually said. That would be sad because on nearly all the live issues in higher education policy, the stratification of universities, the separation of research and teaching, the justification for a binary policy, the reform of undergraduate education, Robbins had something to say that is still relevant.

Recommendations and results

Expansion

1. The goal—560,000 full-time students in higher education in 1980/81 compared with 216,000 in 1962/63
2. The shape—almost 70 per cent of students (350,000 out of 560,000) should be enrolled in universities

The means:

- i) Promotion of the colleges of advanced technology to full university status
- ii) Creation of new SISTERS (Special Institutions for Scientific and Technological Education and Research)
- iii) Foundation of six more new universities (in addition to the new universities which had already been planned)
- iv) Promotion of sufficient regional colleges of technology to create six more universities
- v) Transfer of the teacher training colleges from local authority and voluntary control to place them under the wing of the universities

Academic change

1. Undergraduates—first degrees should be made broader, with wider subject matter and more pass awards
2. Postgraduates—their proportion should rise from 20 to 30 per cent of the total, and more postgraduate courses should have taught element
3. Arts science split—a higher proportion of students should be on science and technology courses
4. Beyond the universities—National Council for Technological Awards should be replaced by a Council for National Academic Awards

Government reform

1. Whitehall—a separate Minister for Arts and Science should be appointed
2. Managing higher education—an expanded University Grants Commission should be established with three full-time members (chairman, and two deputy chairmen) and a much strengthened staff

Altogether the Robbins committee made 178 detailed recommendations. Many, like the extension of the scope of the Universities Central Council on Admissions, the creation of the London and Manchester Business Schools, and the introduction of the Bachelor of Education degree, were accepted and have become part of the general fabric of British higher education. Others, like the call for an inquiry into Oxford and Cambridge if they could not put their own houses in order or the appeal to allow teaching ability as much weight as research achievement in the selection and promotion of staff were quietly deflected. Others again, like the recommendation that "the administrative burden on vice-chancellors should be reduced" seem today almost innocent and quaint.

✓ A near miss. In 1980/81 there were 535,000 full-time and sandwich students

✗ A very different pattern. Less than 300,000 students in universities. If the slump in teacher training is taken into account the anti-university swing is even stronger

✓ Immediately accepted and quickly implemented by the Government

✗ Rejected in favour of further investment in Imperial College and the promoted CATs

✗ Rejected. When Labour came to power it announced that no more universities would be founded

✗ Rejected in favour of the binary policy. The polytechnics were established instead

✗ Rejected. The only crumb for the colleges was a change of name—to colleges of education

✗ The opposite has happened. A higher proportion of students is studying honours courses than in 1963; experiments in inter-disciplinary degrees have not caught on

✓ The postgraduates' share has not risen, but many more postgraduates are on taught courses

✗ Despite valiant attempts by both government and higher education this has not happened. Many of the extra students have been in social sciences and arts

✓ The CNAAs have been a great success, offering high-quality degrees (not diplomas) for the first time in all subjects not just science and technology

✗ Rejected after an initial wobble when Quintin Hogg (now Lord Hailsham) became an effective minister for higher education briefly in 1964. Instead a unified Department of Education and Science was created

✗ Rejected. The UGC stayed the same with only one full-time member. Recently its staff has been cut, because of reductions in civil service manpower

Objectives for higher education

The committee identified four objectives of higher education. They were:

Training in advanced skills

"We begin with instruction in skills suitable to play a part in the general division of labour." Robbins put his objective first not because the members of the committee thought that it was the most important but because they thought it might be undervalued (like chess that 20 years on). They added that a good general education, valuable though it may be, is frequently less than we need to solve many of our most pressing problems.

High-level general education

"We must postulate that what is taught should be taught in such a way as to promote the general powers of the mind. The aim must be to produce not mere specialists but rather cultivated men and women." The committee insisted that it was the mark of a healthy higher education that even when it was concerned with practical techniques it imparted them "on a plane of generality that makes possible their application to many problems."

Scholarship and research

"Thirdly, we must name the advancement of learning." Robbins admitted that there were difficult problems about the relationship between research and teaching and the distribution of research through higher education but insisted "the search for truth is an essential function of institutions of higher education and the process of education is itself most vital when it partakes of the nature of discovery."

Culture and citizenship

Robbins called this "the transmission of a common culture and common standards of citizenship." Not pressing, everyone into the same mould, the committee quickly accepted, but providing "a partnership with the family that laid ground of culture and social development which a healthy society depends." This fourth function applied not just to students but to the general

Robbins II. Richard Hoggart argues that little has changed

Bigger—but not better?

Harold Macmillan had just resigned as Prime Minister, unemployment was way below a million, and the swinging Sixties were only just beginning when the Robbins report was published 20 years ago this autumn. RICHARD HOGGART, in the first in a series of five articles to celebrate this anniversary, assesses the shift in national mood that has taken place since Robbins was published.

Next week Sir CHARLES CARTER will recall how the Robbins message was received with enthusiasm in the new universities. On November 4 Sir TOBY WEAVER will explain how ministers came to reject the Robbins strategy for expansion. On November 18 GARETH WILLIAMS will take a critical look at the sums done by Robbins. Finally on November 25 Sir ADRIAN CADBURY will look forward over the next 20 years and discuss how higher education can change to match the accelerating changes in society and the economy.

Socio-philosophical justifications more often follow events than prompt them. At least, that generalization can be drawn from comparing attitudes at the time of Robbins to today.

Like many another, I took a train one morning in the early 1960s for London and Robbins's committee room, keen to help make the educational and social case for expansion. It was in the air. We were going the way the world was going and we were received very warmly. We felt cherished. The oil crisis was some way off. This was at a time over most of the developed world. So that by now you are likely, looking sleepily out from your visitor's bedroom on campus at some identikit 1960s new university architecture, to murmur: "If that's a eucalyptus, this must be Australia."

In Britain, the massive increase in funds for higher education was justified on two main grounds. Both could have been put forward decades before if the social climate had been right. First the economic case: more higher education would "pump-prime" a more sophisticated economy. To their credit most proponents of this view did not take a narrowly technical or vocational view; they still recognized the value of a good general and humane education in training for the professions.

Second, the social case: that though we would never—of course—go as far as the Californians, many more people could be benefit from higher education than were being offered it and could be given it without lowering standards. "More means worse" was never more than a cute catch-phrase, coined well in advance of any possibility of assessing the results of expansion.

The financial increase put the whole of higher education on to a level of funding which could hardly have been imagined in the mid-1950s. Nor, whatever the cumulative cuts, have we since fallen greatly below that new plateau.

Did we make good use of those resources? In some ways, yes. We did, all in all, expend without loss of quality, whether in the British contribution to front-line discovery or in the general level of our first and higher degrees. We created some new departments good by any standards and some fine new academic environments.

Nothing we did then and nothing I propose in this paper threatened or will threaten our capacity to gain Nobel prizes. To suggest that "opening more widely" would be to lose at the frontiers of knowledge is simply mistaken.

I thought at the time that the creation of the polytechnics was regrettable because, given British attitudes, it was bound to be divisive. I still think so. But I recognize the polytechnics' great contribution to higher education, both academically and in social spread.

Take away the polytechnics now and some excellent undergraduate and postgraduate work would be lost as would some of the more inventive approaches to the needs of students, full and part-time. This is still not as well known within the universities as it should be.

I remember Edward Boyle, former vice-chancellor at Leeds University, was two years before his death, looking out of his office window across the city centre and saying: "Leeds is a polytechnic and remarkably so." The phrase, between the two institutions, has been used ever since.

was even greater than the deep cutting the road ran in. That was no fault of his nor of Patrick Nutgens, director of Leeds Polytechnic.

Substantially such divisions remain. Compared with the universities, the polytechnics are still funded as second-class places.

One could add other achievements in the period of expansion, such as that face-to-face teaching in small groups was largely kept up; and so was "pastoral care", though no one calls it that nowadays.

The things we didn't do are just as important. The irony is that some of us, though still not everybody, have come to see these divisions only at a time when cuts are biting ever harder and under a government whose own definition of higher education's contribution to the economy is direct but narrow, without either long breadth or much perspective; a government whose social and cultural outlook on higher education would not prompt expansion even if lots of money were available.

Worst of all, among the failings of those in higher education, we hardly at all challenged its socially-privileged character. As a result, though with some important qualifications, we reinforced those distortions. We enlarged departments, especially those which could easily expand; we more and more turned the selective professional screws; we cared hardly at all for what was going on outside.

Today's students are in many ways like their predecessors, their mothers and fathers and aunts and uncles, much the same in their general style. But this is not surprising, since they are socially from similar drawers.

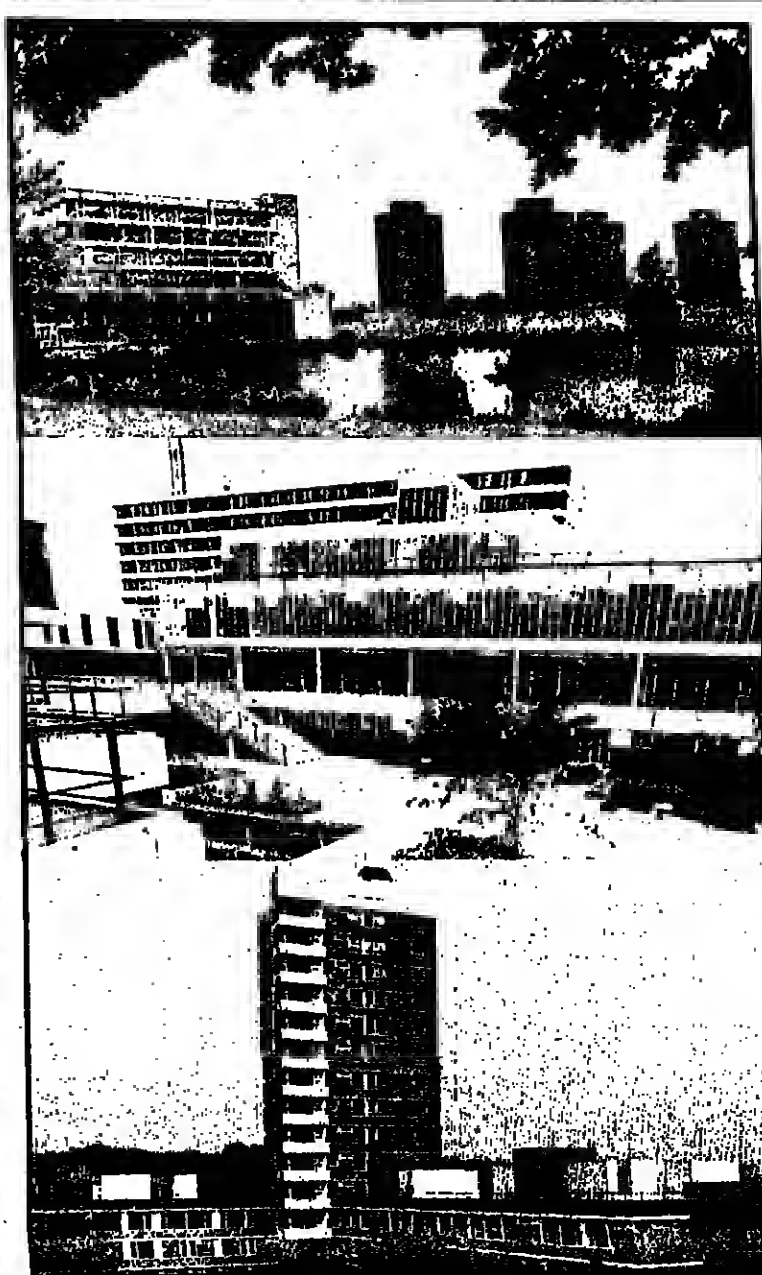
The holes in the catchment net slightly enlarged through the years of expansion so that we now take in somewhat more from the lower-middle and the respectable working class, most of them heading to join the groups of new professionals. The great body of working-class people have been left almost untouched.

One or two coloured immigrants have, it is true, begun to appear in our degree groups, rather as working-class kids began to appear in provincial universities in the early 1930s. But for most people the sense of belonging to a block outside, below the area of movement, has been reinforced. They never have had much chance of higher education and now their expectation of such movement has virtually ended. The lid separating the educational from us has come firmly down.

Habits, attitudes, ways of seeing, don't greatly change in the short run, say, over half a century. In our case we have Birbeck College, in the strict sense of the epithet a unique place, since nowhere else is committed wholly to the part-time evening degree student. I was left in no doubt, a former master of Birbeck said to me a few years ago, "that we were slightly below the salt as compared with the other schools of the university."

For various reasons, the chief among them that the present vice-chancellor is interested in part-time study and that part-time admissions now look more attractive since they may help to retain staff, Birbeck is today in a stronger political position within London University than it has been for years. But the overall class outlook is little altered.

In general then the universities are much as they always were, only bigger. There have been few major changes in



Essex (top), Bath and Lancaster: "Identikit 1960s architecture"?

syllabuses, or in teaching, or—most important of all—in the range of entry. This will be denied and qualifying examples adduced. But in comparison with what is needed the new initiatives are peanuts.

The links with polytechnics are poor, and those with colleges of higher education or colleges of further education even less adequate. Some universities have taken some colleges of higher education under their wings for degree-validation purposes (and for numbers). Which of them could honestly put their hands on their hearts and say that their validation processes here are as rigorous as those they apply to their "own" degrees?

At Goldsmiths we run "Access" courses in conjunction with South East London College just up the road, by which young West Indians are specially trained through a year at the college to the point at which they can sit for entry to our BEd degree course. How many other university institutions do that? Some, certainly; but most don't want to know.

Oxford leaps into print regularly to show how open it is becoming, but the extent of privileged entry is still a scandal. Privilege there is, too, at some new universities.

Sainsbury's have apparently contributed towards the cost of a new hall of residence at Worcester College, Oxford; a magnificent building, we are told. I understand that a young Sainsbury has been up at Oxford and was rather a spark. And that a Sainsbury daughter read fine art at East Anglia. The University of East Anglia got the magnificent Sainsbury building and collection. The local citizenry have to pay to enter the building; it is free to those lucky enough to be up at the university.

I'm wondering whether Sainsbury's could be persuaded to endow some scholarship for the Tenses and Jodes of Levensham—we know they exist—so that they can afford to enrol for a part-time degree course at Goldsmiths. The profits from their huge store up the road alone ought to justify that.

Someone could go on. By, for instance, yet again pointing out how short-sighted, the trade unions have been

They have pushed for higher take home pay rather than for greater social liberation for their members; and where they have looked to the role of education they have conceived it narrowly, as a training in union bargaining rather than an opening of the heart and mind. Ruskin, Morris, Tawney, Bevan (a very civilized man, whose monument is rightly the Open University) would hardly be at home there today.

I write with some bitterness partly because for me the last seven or eight years of the 20 years since Robbins reported has been a time of two main and particularly revealing preoccupations. First, looking after a college which is one model of what a university institution can be. Second, chairing the national Advisory Council for Adult and Continuing Education, a quango which is ending its hectic and fruitful life this month.

At Goldsmiths we have over 3,000 full-time day students of the usual ages, recruited nationwide through the Universities Central Council on Admissions; in the evening we have 4,000-5,000 part-time students; we are incorporated within the University of London but not a chartered "school" (like King's, Royal Holloway, etc.); our degree results are similar to those of the schools.

But we also, and they don't, draw in from the highways and byways around. You are lucky to find a parking space within a quarter of a mile by day or night. Predictably, as with Birbeck, people find it easier to think of us as below the salt. Ignorance can be a protection for the sense of self-status. The Advisory Council (ACACE) has proved publicly and beyond a shadow of doubt that a great many people (at the most conservative estimate, 100,000 now outside) would like some part-time access to higher education. Some of the universities and more of the polytechnics are beginning to recognize this, but their activities are slight in comparison with the need.

Meanwhile general adult education, since it is in the discretionary area, has suffered savage cuts and fees have sharply risen. Yet this year, to enrol for one particularly demanding class at a London adult education institute, a subun began to form at 5 am.



So here comes again that tendency for socio-philosophical justifications to follow events. Money is tight, that's true. Education is a big spender; that's true, too. So we are now told: no larger a proportion of the population are capable of properly benefiting from higher education than we provide for at present (thank goodness, at least that Robbins managed to hike it up this far).

Second proposition: anyway, expansion was too fast and too unselective. So now we have all those sociology lecturers peddling left-wing propaganda. Let's get rid of them and, if we make any replacements, choose business studies and the applied technologies.

Third proposition: the comprehensives are largely a failure, especially in their lack of provision for the academic child. This is not generally true but has some truth in it. Since Labour has traditionally been the party of good education for all, it seems a pity that socialists have allowed the Tories to exploit this situation by their own failure to meet the criticism directly. As in the last election, the Conservatives have been able to steal some of Labour's clothes, to use good words in bad senses.

And the conclusion then drawn from all these assertions? Turn your back on the real gains of these last few decades, ignore the nature and effects of extreme educational privilege underpinning extreme social privilege—and set up the assisted places scheme.

That desirous initiative is on a par with the offers the banks are making to first-year students just now. Get them with you and they're your customers for life.

Pull the bright kids out of the rack and into the "independent" grammar schools and they'll never think of voting Labour like their fathers and mothers. (Still, it might backfire; they might end up voting for the Social Democratic Party.)

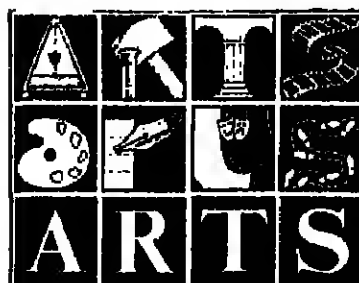
The agenda to the end of the century is clear. It is for higher education institutions to modify their over-rigid attention to 18-year-olds, to be more open to their communities by day and night, to help establish out in their wider territories multi-level education centres for adults, to open themselves more to part-timers, to make better provision for all kinds for the educationally deprived (women, immigrants, unemployed, people, the one and three-quarter million illiterates).

This doesn't mean that universities and polytechnics have to do all these things at all points. It does mean that they have to do more towards the understanding and solving of such problems. In their own ways and at their own level. That is why, and I give only one example from several, we run at Goldsmiths a pilot literacy centre up the road in Lee Green.

The climate of the 1980s is much colder, much more hostile than when Robbins reported. But the 1980s are not at all depressing in the challenges they offer higher education, no matter how much the educational thinking of the present government is like a bad mixture of Gradgrind and Bowdler; and no matter how much the Labour Party is still stuck in routine castigating of "privilege" (which makes it harder for those of us who do believe that privilege exists, and can be identified, to use the word precisely).

At little extra cost but with certainly some reshuffling of resources the face of education in Britain could be greatly changed for the better. It could acquire a democratic but not a populist face, one which expressed charity, concern for human justice, and a proper respect for the life of the mind and the demand that makes.

The author is warden of Goldsmiths College and author of *The Uses of Literacy*.



RUPERT CHRISTIANSEN previews a programme of Brecht songs to be shown on Channel 4 tomorrow; RICHARD ALLEN CAVE reports on the Dublin Festival's tribute to Dion Boucicault; BRIAN MORTON reviews the RCA's 'Albert' exhibition.

All very good taste

Songs for Bad Times
Channel 4, Saturday 8 pm

It is fascinating to conjecture what Brecht would have made of the television era of culture. The possibilities of montage and collective collaboration in the cinema intrigued him, but his wartime spell in Hollywood ("Paradise and Hellfire are the same city" he wrote of Los Angeles) brought disillusionment. Would he have recoiled from the small screen's strategies of mass indoctrination, or would he have adapted his own theatrical aesthetic into a medium whose potential cannot be ignored by anyone involved in using art for direct social ends?

Brecht's drama has certainly not forced well on British television, and it has proved difficult to combine its standard production values with the hard political protest and hectoring aggression so vital to Brecht's effect; nor has television's seamless myth-making naturalism been able to accommodate Brecht's peculiar "alienating" theatricality.

John Willatt and Robyn Archer's programme *Songs for Bad Times* is a brave and interesting experiment which runs into the usual traps. It consists of Archer's recital of Brecht's songs, chiefly those set by Weill and Eisler, linked by a simple but clear documentary of Brecht's life and cir-

cumstances which hasn't the time to elaborate the complexity of his personality or attitudes. Some of the songs, like *Mother Courage's*, do not work well out of their theatrical context from which they so immediately grow, and the format falls to reveal how Brecht used music, and in particular, singing, within a spoken drama. On the credit side, the compilers have carefully avoided the obvious Kurt Weill hit-tunes and given a fair cross-section of the musical idioms Brecht worked in: thus we hear the doggerel musical clichés he himself cobbled for the *Benares Song*, through to the influence of *sprechgesang* and *Gebräuchsmusik* in Weill and Hindemith, and the later move towards something closer to a concert lied in the *Hollywood Elegies*, a series of five short poems set by Hanns Eisler, his collaborator in over 150 compositions.

Robyn Archer's extraordinary versatility as a singer was recently displayed in her one-woman show *A Star is Torn*, but here her style is restrained and straightforward. There is no cabaret posturing or flourish in her performances, and any sort of flamboyance is sacrificed to respect for the musical score. It is all in very good taste, underlined by Dominic Muldowney's colourful but discreet arrangements. In the more lyrical numbers and in the poignant Childman's Anthem, written for a war-chastened

East Germany, this approach is ideal, yet it is hard not to feel in the sharper satirical moments that Archer sings almost too well. There are points in which her smooth contralto becomes monotonous and inexpressive, and one longs for the distinctively grainy timbres of a Lotte Lenya or Georgia Brown. And how interesting it would be – without any slight to Robyn Archer – if we could hear some snatches of the great Brecht vocalists of the past, right down to the playwright himself in his limitably raffish interpretation of the Ballad of Maky Messer!

The programme will serve as a useful introduction to a key figure of twentieth-century culture, whom Britain has yet fully to assimilate. Over twenty-five years since the Berliner Ensemble's historic 1956 visit to London, our major theatrical institutions are still uncomfortable with Brecht. Something in the national make-up prevents us from re-creating his iconoclastic cynicism, and it has eluded Archer and Willatt as well. What we get instead is a polite professionalism – but Brecht with the edges polished smooth is not really Brecht at all.

Rupert Christiansen

Rupert Christiansen is currently working on a book about prima donnas.



Lotte Lenya and Kurt Weill in New York, 1942. A filmed version of Kurt Weill's American folk-opera, *Down in the Valley*, will be shown next Wednesday on Channel 4 as part of its anniversary celebrations.

Window dressing

Albert: his life and work
Royal College of Art, until January 22

The Royal College of Art/Observer "Albert" exhibition is a slightly curious affair. Though the Consort's name, and monuments to his person, are dotted all round Kensington, surprisingly little of the man himself emerges from the welter of objects and documents assembled for the show.

Turning one corner, we are confronted with a full wall of blown-up photographs from a studio session done when Albert was 41. In these, the most sustained look at the man himself, he looks uncomfortable and awkward, anonymous, a hefty Victorian bourgeois.

Given the mass of memorabilia (and trivia) on display, only a carefully curated exhibition could have succeeded. Sensibly, the organizers have followed a chronological and thematic order, a single corridor snaking through the building, over and under a mirrored replica of the 1851 exhibition hall, the Crystal Palace. Two special effects – shifting clouds, Victorian chamber music and songs, reconstructed diorama of Albert's study – haven't been overdone.

It is tempting to see Albert as a kind of Ur-Denis Thatcher, known more for whom he was married to than for anything he actually did, a safe (if bet for opening new buildings. The conventional wisdom, of course, is that Albert took his Consortship (once it had been granted him) very seriously indeed. However, the objects on show do tend to suggest that his involvement in education, science and the arts may have been little more than the expert window-dressing PR of modern politicians. Albert, when he appears, looks faintly out of place, uneasy, perhaps bored.

It would be interesting to know how much of the impetus actually began with the Consort, admittedly a man of wide intellectual interests and aspirations, and how much with the government of his day and with his own secretariat.

Brian Morton



Boucicault holding a pose from *The Shaughraun*.

Killing the stage Irishman

It might seem somewhat incongruous that at this year's Dublin Theatre Festival, pledged as it is to celebrating innovation, the major exhibition should be devoted to Boucicault, whose style of Irish drama was anathema to the founders of this century of the Abbey Theatre. It was told of the recently formed Irish Theatre Archive to stage their first large-scale exhibition around his work to prove that he was for his time a great innovator.

Years tended to view Boucicault's plays as the epitome of the stage-irishness that his own more nationally conscious movement was designed to repudiate. It is therefore interesting to find in the exhibition a playbill of 1876 for *The Shaughraun* which claims that Boucicault had been "out to kill the stage Irishman." As a young actor Boucicault had inherited the roles made famous by Tyrone Power and he appreciated how his predecessor had subtly shifted the emphasis in his characterizations so that they were no longer crudely caricatured stereotypes inviting ridicule. Ample illustrated in the exhibition are Boucicault's ability to exploit the stage-personae of numerous stars – Vestris and Mathews, Jefferson, the Keans, Irving; his thirst to adopt the latest technical innovations for his productions; and his delight in using current scientific inventions. (Photography, the tele-

graph) to resolve the complications of his plots. But the exhibition properly focuses on his three Irish dramas as his finest achievement for the truth of their portrayal of the complexities of the Irish temperament: the shameless posturing that is a creative response to the fact of being a subject people; the controlled intensities of feeling, private and national; the fierce quick to reveal itself in the face of abuse. These make for genuine tensions in the plays, and give his moments of sentimentalism a credibility often lacking in his other melodramas.

Perhaps Boucicault's most significant innovation for the development of Irish drama concerned tone: comedy is not admitted or merely light or low relief, it is of the essence of these three plays, an expression of the fundamental resilience of the Irish mind. The tonal shifts within any one scene of *Arrah-na-Pogue* or *The Shaughraun* demand a deftly controlled and developed technique from actors and an attention to good ensemble playing akin to the demands of plays by Synge, O'Casey or M. J. Molloy. Hamlet would destroy the meticulous balance of Boucicault's writing, which explains why he increasingly took on the role of director.

A surprising amount of the subtlety of Boucicault's stagecraft is conveyed

plotorially in the exhibition, most notably by a set of sketches (from Christopher Callaghan's collection) of highlights and of the cast from the first performance of *The Shaughraun* at Wallack's Theatre, New York. The scenes (Robert's arrest; his escape with Conn's aid from the gatekeeper; the apparent murder of Conn; the wake) are all "big" moments but there is no suggestion of rhetorical overemphasis in the actors' postures and the settings are picturesque without being exaggerated in their effects; the character-studies give no hint of caricature through the costumes or of mannerism in gesture or stance (the picture of Harry Beckett as Harvey Duff, terrorstruck as he realizes the mob of villagers are bent on destroying him as an informer, touches an authentic note of horror even to the modern eye).

A bonus of this highly enterprising venture by the Irish Theatre Archive of City Hall, Dublin is that the whole exhibition is readily transportable and will be available for hire by academic institutions and theatres after it closes at the Guinness Visitors Centre in mid-November.

Richard Allen Cave

Dr Cave lectures in English at Bedford College, London.

Events

Continuing exhibitions:

To November 8: The Library Gallery, University of Surrey; illustrations by Arthur Rackham.

To November 10: Talbot Rice Arts Centre, University of Edinburgh; *Monkeys to Mink*.

To November 13: Graves Arts Gallery, Sheffield; the first of a linked exhibition from the Arts Council on painting, *Light*, with 41 paintings illustrating the various ways artists use and represent light, will be followed by *Movement and Image*. All three exhibitions will tour to Newcastle, Norwich and Bolton.

To November 20: Art Gallery, Southampton; *Flesh and Stone*, the first of three related Arts Council exhibitions on sculpture. It will be followed by *Sculpture's Dance and Mind over Matter*. All three exhibitions will tour to Bradford, Stoke-on-Trent and Sheffield.

Events:

Tonight: Assembly Hall, University of Strathclyde; Peter Wallich (piano), Haydn, Mozart.

Tomorrow: Tevelyan College, Durham University; Scottish Ballad Song Cycle.

Tonorrow: Great Hall, Goldsmiths College, London; The NCOs Orchestra, conducted by Omar Hadari; Vaughan Williams and Shostakovich.

October 31: Surrey University; Reading by poet Douglas Dunn.

November 1: Arts Centre, Brunel University; Lunchtime concert: Phoenix Saxophone Quartet in a programme of French music.

November 1: Turner Sims Concert Hall, University of Southampton; Heinrich Schütz (cello) with Roger Vignoles (cello); Brahms, Beethoven.

November 2: Royal Theatre, Community Theatre, Leicester; *Madness* by Caryl Churchill.

November 2: Sunderland Poly; Midlands Dance Company.

November 2 and 3: Amphitheatre, Bristol.

Tara Rajkumar: Indian classical dance and music.

November 2 to 5: Drama Studio, University of Sheffield; Theatre group in *Rhythmic Radiation* by David Sheldene.

November 2 to 5: Theatre, University of Essex; *Sleeping Policemen* by Tunde Ikol and Howard Brenton, presented by Focys Nova.

November 3: Creative Arts Studio, Leeds Polytechnic; The Ken and Nerious Theatre Company in *The Merchant's Apprentice*.

November 3: New University of Ulster; Ulster Orchestra conducted by Vernon Handley; Mendelssohn, Elgar and Brahms.

November 6: Great Hall, University of Nottingham; Albert String Quartet with Susan Jones; Beethoven.

November 7 to 12: Arts Centre, University of Warwick; Cambridge Theatre Company in *Orion's Whip* by David Shaw.

November 8: University of Sheffield; Alexander Ballie (cello) with Kathryn Sturrock (piano).

November 8: Stevenage Hall, Royal

Scottish Academy of Music and Drama, Glasgow; Lawrence Glover (piano); Schubert, Chopin, Ravel and Liszt.

November 10: Vandyck Theatre, University of Bristol; Bahamut Theatre Company from Soweto in *Umungazi* (the Naga).

November 10: Mitchell Hall, Marischal College, University of Aberdeen; The Edinburgh String Quartet; Beethoven, Schumann, Berg.

November 10: University of Lancaster; Medical String Quartet; Haydn, Bartók and Beethoven.

This weekend the Society for Film and Television (SFT) is holding an event at The Triangle, Birmingham and soundtrack in film. Speakers include Simon Frith and Norman King. Details from Manod Doyce on 021-335 4192.

The closing date for entries in this year's International Student Playwright Competition is November 30. Details and entry forms from Clive Wolfe, 20 Lansdowne Road, London N10 2AU.

BOOKS

Living by ideals

by John Beer

The Collected Works of Samuel Taylor Coleridge, number seven: *Biographia Literaria*, or Biographical Sketches of my Literary Life and Opinions, edited by James Egoff and Walter Jackson Bate, two volumes, Routledge & Kegan Paul, £50.00 (the set) ISBN 0 691 09874 3

Eighty years ago Professor George Saintsbury ranked Coleridge with Aristotle and Longinus as the supreme literary critics of western culture and went on to say that if all the professors of English were to be disestablished and the proceeds used to furnish everyone going to university with a copy of *Biographia Literaria*, he would "define to be the person chosen to be heard against this revolution".

Sainbury was thinking of the critical chapters in that book, of course, which had an unusually strong influence on the next generation. I. A. Richards took them as a founding text for the activity which (taking up a term from the book itself) he called "practical criticism". Richards, however, did not commit himself to Coleridge's ideas: even when he wrote *Coleridge on Imagination* he claimed to do no more than extract "from the vast confusing network of his speculations and observations those hypotheses which seem most likely to be useful in other hands". Later Leavis put the outline one more mordantly, acknowledging the brilliance of Coleridge's gifts, which he "admired and revered", yet also asserting that his "currency as an academic classic" was "something of a scandal".

Such blowing hot and cold has characterized much later criticism of the book: critics who have tried to gain a purchase on it that would enable them to present it as a finished whole have had trouble with factors such as the unacknowledged borrowings from the more philosophical chapters. Yet hard as it is to claim as a masterpiece it remains obstinately true. As Walter Jackson Bate showed in his edition of the preface to the new edition, "no one has ever been displeased to discover that, for whatever it is a disarming or urging, he can find in precedent in Coleridge."

In recent years the publication of new editions, notebooks and other writings has thrown light on the circumstances of its composition. We can now see that Coleridge was both stimulated and stung to write it: stimulated by the need to pay for his son's education at Oxford and produce a work worthy of his talents, stung by the need to justify himself in the eyes of an uncompromising world. His meagre production has been criticized. At the end of an otherwise appreciative review, the *Quarterly* had urged him to "a better application of the talents Providence has imparted to him": "In truth," it continued, "if a life be dissipated in alternations of desultory application, and nervous indolence, if scheme be added to scheme, and plan to plan, all is to be deserted, when the labour of preparation begins, the greatest talents will soon become enervated, and unused to tasks of comparative facility."

Coleridge set to work. What was to be a preface to his poems became a longer disquisition on poetry and a critique of Wordsworth; but the need for self-justification also drove him to undertake a long account of his own ideas about the mind. A reader who looks for a straightforward unity in the book is likely to be disappointed.

Coleridge's writing continually moves from one centre of gravity to another. He can effortlessly move from anecdote, anecdote into philosophy, and philosophy into psychology. He can move from the most concrete of details to the most abstract of ideas. Coleridge's belief in the need for new kinds of poetry and a new kind of criticism had been at the heart of his growing belief that eighteenth-century Hartleyan psychology was a basic presupposition that all his other ideas consisted in the assemblage of impressions from

outside, was inadequate to deal with the phenomena of human creativity, and particularly with the human imagination. Yet the imagination is a wanton steed: given its head it will play as well as work; and so it is with the *Biographia*.

The new edition by James Egoff and Walter Jackson Bate, which continues the tradition of full and meticulous editing that characterizes the Collected Coleridge, helps to deal with such intricacies. There have been previous annotated editions, first by Sara Coleridge and then by John Shawcross, but a still fuller treatment is timely. Shawcross, though a good editor, thought that the plenarianism had been fully dealt with by Sara Coleridge and could now slip into the background. This deterred later readers from seeing the problem properly. The new edition rectifies matters by indicating fully where Coleridge is drawing on material from other writers and by providing a full discussion of the question, including statistical tables. A sense of proportion is introduced into the affair and the extent of Coleridge's own originality becomes clear. This, along with the annotations that indicate all his other reading, serves to indicate, once again, the extraordinary range of his mind. Natural irritation at his periodic unwillingness to give his sources in detail gives way to astonishment at the sheer range of those sources and the use that is made of them.

The first three chapters show what Coleridge can do easily: they deal with his own early work and the influences which helped shape it, concluding with a handsome tribute to Robert Southey. The problems arise once he approaches his relationship with Wordsworth, and he may at first have hoped to avoid them by turning to more general discussion. What he was writing, however, Wordsworth produced a new edition of his own poems, accompanied by a discussion of the principles of poetry which was provocative both by its failure to acknowledge Coleridge's ideas and by its different account of matters on which they had worked together. Whether or not he had originally intended to, Coleridge was driven to write on account of poetry which would engage with Wordsworth's. At the same time it is a striking feature of the *Biographia* that he gives so little space to the actual relationship between them, hardly mentioning it after the planning of *Lyrical Ballads*. Very often the account of Wordsworth's poems is one which could be expected from a judicious critic who had received them for review; it would hardly be guessed that Coleridge and Wordsworth had been so long and so intimately engaged with Wordsworth while they were being written and in a very good position to know what was in his mind.

The reasons for this disjunction are largely biographical. The works he was dealing with had been written during intense engagement with the Wordsworths, all three having committed themselves to a life dominated by

affection and imagination. It had been a compelling ideal, yet it had failed. Wordsworth had turned to a more conventional life, devoted to marriage and children; Captain John Wordsworth's death had made the secluded pursuit of human happiness seem immoral; Coleridge's cultivation of a platonic love for Sara Hutchinson had failed to bring him the happiness he hoped for and ultimately she had withdrawn, leaving him with a sense that he had been betrayed by the Wordsworths. None of this, obviously, could be written about in the *Biographia*, yet the failure to do so introduced a falsifying factor, leaving Coleridge to extol Wordsworth's nobility and his virtues as a poet in rather abstract terms. Any return to the thinking of those days was too painful to embark on: it was like centering a vortex from which he had escaped. As a result there is a blank area between Coleridge's detailed criticisms and his general praise which masks Wordsworth's full achievement. Coleridge makes fine points for and against Wordsworth's poetry, but the sweep of a comprehensive view is lacking. The gap is filled by a "common sense" style of writing which enables him to stand back in detachment.

The contradictions which marked Coleridge's relationship with Wordsworth had been a feature of his whole career, particularly after his return from Germany, and provides another sub-theme in the *Biographia*. From time to time he broods nostalgically over a lost single-mindedness, dwelling on past incidents when he could be seen pursuing his career with directness and sincerity: the *Witchamoun* tour, for example. Coleridge can remember those days with either shame or regret. For I was most sincere, most disinterested, and so his enthusiasm for Wordsworth's poetry and delight in cooperating with him: the theme recurs, when called upon for further material to make up the second volume, he goes back to the letters which he had sent home from Germany, commenting: "I would fain present myself to the Reader as it was in the first dawn of my literary life when Hope grew round me, like the climbing vine..."

Such reminiscences exacerbated the question of his own success. To praise Wordsworth in the teeth of current criticism could also be a vicarious self-justification, but only if he could satisfactorily justify the course of his own career. It is here that the "philosophical" chapters of the book play their part.

These chapters also are constructed round a fissure in Coleridge's thought. The critique of Hartley's associationism is forceful; although the psychological matters are long since outdated, Coleridge's discussion provides an introduction to questions that are still basic to any consideration of the mind's role in perception. Primarily he is trying to bring together the scepticism of eighteenth-century science and his own experience as a creative poet.



A drawing of Coleridge from 1796, by R. Hancock

The question which he cannot solve, however, is the status of the human imagination. Is it to be treated as a pleasurable adjunct to human experience, and so in the end irrelevant to serious issues? Or is it the element in humanity most in touch with the individual's inner being, and so with that supreme Being who is God? Coleridge's philosophical speculations were conducted around the dream of establishing the second position, yet he had to contend with the fact that the implications of the phenomena he investigated were not always as compelling to others as they were to himself. Any assertion that the inner being of the individual was related to the Being of God was open to criticism on moral grounds, moreover. Only by demonstrating the power of love and imagination in action could he hope to vindicate that belief; yet it was precisely that demonstration which had failed when his relationship with the Wordsworths and Sara Hutchinson degenerated into anxiety and alienation.

Devoid of that central success his thinking was forced into more abstract and formal paths: by chapter 12 he was adapting large sections of Schelling's transcendental philosophy without proper acknowledgment. Even then his critical intelligence was still at work, adding a sentence here, altering another there, turning plagiarism into ranging eclecticism; but too framework of what was presented was still Schelling's rather than his own. In a last fling of energy he attempted a direct assault on the nature of imagination, followed by the playful irony in which he intervened with a letter to himself dissuading himself from the attempt and set down instead an outline definition where the ambiguities of his ideas were papered over in ornate phrases while his underlying intelligence and originality peeped through the subordinate clauses.

The *Biographia* is a work full of

contradictions and discontinuities, haunted by Coleridge's failure to make sense of his ruined relationship with Wordsworth, but also a labyrinthine monument to his emotional and intellectual explorations. The ideal of living solely by the heart and imagination had proved illusory, but not the facts of human nature which had made Coleridge believe that it might be possible. The extraordinary transforming powers of the imagination remained a fact, as did the creative powers of the mind itself; and his awareness of these prompted his best criticism.

The more the book is seen in the full context of Coleridge's developing ideas the richer it becomes. Even the ill-considered penances and over-protestations have their part in the whole. Unlike most of his contemporaries, Coleridge was a liberal who was prepared to pay the price of independence. While others wrote their works under the shield of protective institutions such as the universities or churches, he relied on a meagre pension and the charities of his friends. He also made the experiment of living by his ideals. As a result his work displays vulnerability as well as strengths, suggesting how far it is possible for an individual to think freely within an unsympathetic environment, how far human weakness will subvert the attempt. Instead of looking for a grand unifying design we should take it for what it is: one of the great early documents of the liberal mind, its failures a corollary of others in the nineteenth century when too much reliance was placed on the power of the human heart, its successes looking forward to more modern attempts to rescue the creative element in humankind from being either petrified into institutional thinking or dissipated on the winds of too much liberty.

John Beer is reader in English literature at Cambridge. His books include *Coleridge's Poetic Intelligence*.

Early traits

Marcel Proust: selected letters 1880-1903
edited by Philip Kolb
translated by Ralph Manheim
Collins, £15.95
ISBN 0 00 21872 6

The first letter in this selection, from the first three of the eight volumes that have so far been published in Philip Kolb's monumental edition of Proust's correspondence, was written by the nine-year-old Proust thanking a cousin for some books; the last, 23 years later, is addressed to Laure Hayman, poet, de luxe and principal model for Odette de Crécy, acknowledging her condolences on the sudden death of his father. The 260 letters in between show him growing up, coming to terms with his own complex nature, winning and losing friends, courting high society figures male and female, registering his responses to music, painting and

literature. He came to certain authors surprisingly late: "who wrote *The Brothers Karamazov*?" he asked a friend in 1897, "and what's the best of Dickens (I haven't read any)?" About the works he managed to get published in his early career – short stories for *Le Figaro*, *Le Petit Journal* and the *Ruskin* translations – he writes that he is not particularly interested in them, being more concerned with the technicalities of publication and distribution than with problems of composition; little light is shed on Proust's first attempt at a major novel, begun and abandoned before the turn of the century.

As a repository of raw materials for *A la Recherche du Temps Perdu*, all the letters are much more interesting. What is especially striking is the extent to which the most memorable traits of prominent characters – Aunt Léon's hypochondria, Bloch's calculated careerism, Legrandin's flowery grandiloquence, Charlus's temperamental all-derive from Proust himself. The letters are rich in period atmosphere and cannot fail to fascinate admirers of *A la Recherche* who want

further contact with the author more intimate than that provided by Proust's massive biography. Read in isolation, they're unlikely to make many converts to Proust's cause. They've not been lovingly composed, almost as a separate artifact, like the letters of Flaubert or Martin du Gard. The personality that emerges is distinctly unappealing. Proust's sharp intelligence, acute sensitivity, massive erudition, bookish wit and remarkable vitality are regularly on display but there are less endearing attributes: the compulsive preoccupation with his health and money problems, neurotic fussiness over his anguished friendships, the courtship of high society figures which, on occasion, so unctuous that either his honesty or his judgment must be called into question. One begins to appreciate why Proust so insisted on the clear demarcation-line to be drawn between the artist's life and his work. And one can't help wondering what Proust would make of Philip Kolb who has chosen to express his selfless devotion to him by spending half a century on recovering and restoring letters that the recipients were regularly ordered to destroy.

There is much to admire in this selection: Kolb's copious footnotes and exemplary index; John Cocking's incisive commentaries, signposting the chief features of the Proustian landscape; the attractive type-face; the 33 photographs of Proust and his principal correspondents. Ralph Manheim's translation reads well for the most part though he's misguidedly sought English equivalents for the virtually untranslatable formulae with which Proust ends his letters: there's an earnestness about "never so affectionately" entirely lacking in the original *l'embrasse infiniment*; "Your boy", "I knelt to you, Madame" and "Accept the expression of my sincerest homage" sound unnecessarily affected. He should have followed the more cautious practice George Painter adopted in his 1956 translation of Proust's letters to his mother and left beginnings and endings in the original French.

Robert Gibson

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BOOKS

Jewish diversity

The Jews of East Central Europe
by Ezra Mendelsohn
Indiana University Press, £19.25
ISBN 0 253 33160 9

Stable frontiers and ethnic homogeneity only came to East Central Europe in the wake of the Second World War. Then Soviet domination facilitated the forced transfer of populations, mainly ethnic Germans and Poles, and the re-drawing of national boundaries. The Jews, who had constituted a significant element in the area before the war, were almost entirely absent thereafter. Ghettoes and, to a lesser degree, emigration had seen to their virtual disappearance from an area they had inhabited since the Middle Ages.

Ezra Mendelsohn's book concerns itself with the final phase of their history before their destruction under Nazi rule. It compares the development of the Jewish communities and their treatment in Poland, Hungary, Czechoslovakia, Rumania, Lithuania, Latvia and Estonia. Working, except in the case of Poland, almost entirely from secondary material, the author has produced a study which not only skillfully guides the reader through the complexities of Jewish life in the region but also has much to say about how and why the societies in which they lived were so different.

Despite the great diversity among the Jews in the area, Mendelsohn identifies two main types - the West European and the East European. The former, as represented by the Jewries of Hungary, the western regions of Czechoslovakia and Latvia, was characterized by a high degree of acculturation if not assimilation, a noticeable trend towards conversion and intermarriage, an essentially bourgeois occupational structure, and a relatively low birth rate. The latter, typified by the Jewries of Poland and Lithuania, constituted a relatively high percentage of the general population, was still for the most part steeped in one form of religious orthodoxy or another, continued to speak Yiddish and was still largely small town or rural.

Mendelsohn's model is, on the whole, a useful tool in helping the reader gain an understanding of the complexity and variety of Jewish life in East Central Europe, though it does oversimplify. While it is true that relatively more Jews left their faith and chose non-Jewish spouses in Bohemia and Moravia or Hungary than in Poland or Rumania, in percentage terms their numbers still remained small. His claim that about one third of Jewish males in Bohemia "married out" has to be investigated more closely.

Mendelsohn's study revolves around the dual crises of mounting antisemitism and a diminishing economic base which had afflicted most of the Jews in East Central Europe since the end of the First World War. He shows how the crises were both part of a general malaise and the product of specific circumstances. The diversity of response - made unity elusive - Czechoslovakia, for example, was fortunate to have the most advanced economy; a political leadership aware of the negative effects antisemitism might have at home and abroad and a Jewish population whose size was not a problem in itself. Even so, Jew-hatred was endemic among the Czechs as well as in Poland and Rumania. Poland, renamed a bastion of traditional Judaism, and although Zionism became a mass movement, it had to rely for grassroots support with the Poles and other groups of the Jewish and non-Jewish left. Predictably, the question begged as to whether the Jews, even if they had presented a united front, would have been able to avoid disaster in Poland, let alone the rest of East Central Europe.

Michael Riff

Michael Riff is reference librarian at the Leo Baeck Institute in New York.



In the 1760s and 1770s, a young man who affected the extremes of fashion in his dress was known as a "macaroni". This anonymous caricature from 1772, published in *the Gentleman's Magazine*, is reproduced from Allen Kirby's book *A Visual History of Costume: the eighteenth century* (Dalsford, £9.95).

A change of view

The Gift of Government: political responsibility from the English Restoration to American Independence
by J. R. Pole
University of Georgia Press, \$16.00
ISBN 0 8203 0632 5

In this stimulating expanded version of Professor Pole's Russell Lectures, the author has been concerned to trace the evolution, through a vital century of early American history, of crucial attitudes regarding political obligation and the functioning of governmental institutions.

In the first, key chapter Pole examines the gradual switch in the colonies from a belief in the divinely instituted nature of government to the secular, utilitarian view that the authority of the state was justified only in so far as it promoted the interests and well-being of its citizens. The former belief implied a divine right which legitimated authority; the latter a social contract or a Calvinist prescriptive. The latter stopped government of the colonies from being the sole criterion of its claims to obedience. This intellectual metamorphosis was also taking place in Britain though the author is not here concerned with it.

As the remaining lectures show, governmental practice within the British empire was slow to change in line with this underlying shift in intellectual premises, and consequent tensions were heightened by the gradual encroachments of Parliament after the revolution of 1689. The seventeenth-century colonists had been sharply aware of their dependence upon and subordination to the executive authority of the crown, checked only in so far as their assemblies could check practical limits on the actions of the crown's representative, the governor. As the seventeenth century became the eighteenth, however, the colonists became increasingly aware of parliamentary encroachment.

Indian trade

Rulers, Townsmen and Bazaars: North Indian society in the age of British expansion, 1770-1870
by C. A. Bayly
Cambridge University Press, £29.50
ISBN 0 521 22932 4

Despite its importance as the home of a large fraction of mankind, the setting of a great civilization, a scene of British imperial rule in the past and a present source of immigrants to Britain, the Indian subcontinent does not figure prominently in most British history syllabuses. Whatever the reasons for this, a shortage of first class research monographs is not among them, as this publication of the twenty-eighth volume of "Cambridge South Asian Studies" serves to remind us. *Rulers, Townsmen and Bazaars*, by the Smuts Reader in Commonwealth Studies at Cambridge, is an excellent addition to a remarkably fine series. It needs only a more arresting title.

Dr Bayly's study of the patterns of social and political relations deriving from economic activity in north India concentrates on two key groups, the service gentry and the merchants. His reappraisal of their role in Indian development involves challenging a number of assumptions about post-Mughal India, notably that it was in chaos and decline until the imposition of a British peace and that the rise of an Indian middle class was primarily a response to British modernization. Instead, he discerns a process in which dynamic indigenous elements maintained a basic continuity in face of both Mughal collapse and British conquest.

In the first place, there was after 1740 a decentralization of power and a redistribution of resources. Mughal weakness in Delhi was offset by strong centres of local power, while agricultural decline in some areas was met by vigorous expansion elsewhere. The growing expense of war and the resulting need to boost revenue made new rulers dependent on Muslim service gentry and Hindu merchants, who acted as intermediaries between them and agrarian society and whose own position in society was thereby permanently enhanced. They constituted the beginnings of a new Indian middle class, whose development was accelerated by educational and economic change under the British but whose mentalities and forms of organization were precolonial.

Secondly, the British initially adapted themselves to the system as they found it and made themselves acceptable to these elites on whose skills in financing trade and in revenue management they, too, came to depend. This mutual accommodation between the company and the elites benefited both until less prudent and less enlightened officials tried to control and change Indian society. They limited the role and income of a native aristocracy whose expenditure on luxury goods and display consequently declined to the detriment of artisan employment. This was an important factor in the economic depression of 1825-45, which was less a crisis of capitalism and modernization than of a "quasi-aristocratic" using Mughal methods to push for a degree of centralization which the Mughals had never achieved. Likewise, the reliance on political changes which had hoods throughout north India without providing the lineaments of a strong new system such as emerged in Bengal and the Punjab. In the event the British did no more than disturb and modify a society already developing in its own slower way.

Thirdly, Dr Bayly suggests that Marx Weber's explanation of the absence of a spirit of capitalism in terms of caste and ideology should be re-formulated rather than rejected. Two especially interesting chapters on the characteristic thinking and behaviour of family, merchant families and concepts of dignity and status which made for conservatism in business practice. A family's status depended not only on caste but on modifiable factors such as the kind of trade it pursued, the respectability of its clients, its orthodoxy in matters of

marriage and its scribe policy in life. Firms were averse to commercial risks which might harm their social goals, and Dr Bayly questions whether these firms would have changed if demand for the Indian economy had been as in Tokugawa Japan. These and other equally interesting themes are explored with clarity and a wealth of vivid detail in a splendid piece of local writing.

David Gillard

Dr Gillard is senior lecturer in modern history at the University of Glasgow.

Ancient sources

Archaic and Classical Greece: a selection of ancient sources in translation
edited by Michael H. Crawford and David Whitehead
Cambridge University Press, £35.00 and £12.50
ISBN 0 521 22775 5 and 29638 1

With ancient history being increasingly studied by those with little or no knowledge of Latin or Greek, it is more than ever important for a source material to be available in translation. The introduction to this volume on the archaic and classical periods contains a pithy four-page characterization of the polis and its society, followed by more lengthy and highly informative descriptions of the source material's use and disposal; the passages cited have been newly translated and are provided with helpful prefaces and a bibliographical guide.

Crawford and Whitehead avoid the most obvious pitfalls awaiting the editor of source material; they do not indulge in "slanted" headings, nor do they fail to indicate that there is a source material which they have not quoted. But of course the very fact of selection comes between the material and its reader, and much must be said of the editors' judgments. Where we are dependent on widely scattered sources, as in the archaic period, the selection is in the end judicious, although it is disappointing to find that the first significant Greek political figure whose utterances have come down to us, Solon, is only quoted through the Aristotelian *Constitution of the Athenians*, and that the poet Tyrtaeus, with all that they tell us of the Spartan ethos, are only in evidence in fragmentary quotations from Strabo and Plutarch.

The editors are at their best in presenting general themes - the growth of the polis, the rise of the polis, the polis in the fourth century, the polis in the fifth century, the polis in the sixth century, the polis in the seventh century, the polis in the eighth century, the polis in the ninth century, the polis in the tenth century, the polis in the eleventh century, the polis in the twelfth century, the polis in the thirteenth century, the polis in the fourteenth century, the polis in the fifteenth century, the polis in the sixteenth century, the polis in the seventeenth century, the polis in the eighteenth century, the polis in the nineteenth century, the polis in the twentieth century, the polis in the twenty-first century, the polis in the twenty-second century, the polis in the twenty-third century, the polis in the twenty-fourth century, the polis in the twenty-fifth century, the polis in the twenty-sixth century, the polis in the twenty-seventh century, the polis in the 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BOOKS

SOCIOLOGY

Estate to class

Max Weber on Capitalism, Bureaucracy and Religion: a selection of texts edited by Stanislaw Andreski
Allen & Unwin, £11.95 and £4.95
ISBN 0 04 301 147 0 and 301 148 9
Calvinism and the Capitalist Spirit: Max Weber's Protestant Ethic by Gianfranco Poggi
Macmillan, £10.00 and £3.95
ISBN 0 333 34504 5 and 34505 3

As the range and depth of Max Weber's work is contemplated it is difficult not to feel a sense of astonishment at what he accomplished. This is heightened when we recall the years of mental distress in mid-career and his death at the comparatively early age of 56. His work spans the sociology of economic life, law, politics and religion together with major contributions to the methodology of the social sciences. These two books bear witness to the continuing stimulus of his work.

Andreski's hook of readings consists of 10 edited extracts which relate to one of Weber's major concerns: why did western civilization develop its unique characteristics? Two are from *The Agrarian Sociology of Ancient Civilizations*, four each from the *General Economic History and Religionsociology*. There is nothing from *Economy and Society*, which does seem a somewhat idiosyncratic omission, although in his very short introductory essay to the volume

Andreski does seek to justify this. Andreski thinks that Weber was a great sociologist but a bad writer who was often obscure in his formulations and that this was made worse in the case of *Economy and Society* because it was left in rough notes. Hall and Winitz, who are responsible for the full English version of *Economy and Society* think differently. They say he wrote lucidly and subtly, more so than most of his colleagues, and that his powers of formulation were extraordinary even though the work was only in draft form.

Andreski sees this selection as a companion volume to his forthcoming book on Weber. To that extent an overall judgment should be held in abeyance. As an introduction to some of Weber's comparative sociology and within its self-imposed limitations, this book should be of some help to students. But for many purposes Gert and Mills's old established selection *From Max Weber*, with its magisterial introductory essay, still stands as a preferable starting point into Weber's work.

One of the oldest debates about Weber concerns his *Protestant Ethic and the Spirit of Capitalism*, which was the first of his studies to be translated into English. From the time the thesis was published in journal form in 1905 it excited controversy. The extensive footnotes which accompany the book contain much of the running battle which he conducted with his adversaries. Still, after Gordon Marshall's recent thorough and judicious review of the debate - *In Search of the Spirit of Capitalism* - one might be tempted to wonder whether there is anything left to be said. Poggi's *Calvinism and the Capitalist Spirit* persuades me that there is. Here is a book which is a delight to read, elegantly written and altogether a refreshing contribution to an old theme.

Poggi has written with an undergraduate audience in mind but the book merits a wider audience. Essentially he does three things. He places the *Protestant Ethic* in a more general appreciation of Weber's views on the

nature and genesis of modern capitalism and, drawing on Weber's biography, suggests why the topic had personal significance for him. He then gives us an uncluttered exposition of the essential components of the argument in the *Protestant Ethic*, which is easier said than done. Finally, he offers some comments on the thesis and suggests "an alternative historical context" within which the thesis can be read and interpreted. This he does with particular reference to Weber's work on the city. His key contention is that

The Protestant Ethic concerns not so much the formation of a wholly new collective actor, or rather the (lower radical) transformation of a pre-existent one - an urban status group already involved in the conduct of business, and on this account already possessing a distinctive (and privileged) social location within the early modern Western city. (page 93).

He goes on to suggest that the contrast

Social purpose

Social Sciences Moral Inquiry edited by Norma Haan, Robert N. Bellah, Paul Rabinow and William M. Sullivan
Columbia University Press, \$52.00 and \$16.00
ISBN 0 231 05648 6 and 05649 4

The failure in the last quarter of a century of scientific social science to fulfill its promise - either in developing strong theories, demonstrating convincing empirical regularities, or necessarily leading to social betterment - has stimulated enduring debates about the extent to which social science can be scientific in its methods and objectives. In its results. This volume, edited by a psychologist, a sociologist, an anthropologist and a philosopher (all connected with the University of California at Berkeley) is a thoughtful examination of values, morality and science.

The sixteen papers (all but three original) come from a 1980 conference devoted to trying to understand the relationship between social science, morality and practical life. The most distinguished contributors are Albert Hirschman, Jürgen Habermas and Robert Bellah, but the collection as a whole is a strong one, spanning the range from the discipline most preoccupied with objectivity, sociology, to that least concerned, economics. Only its highlights can be touched on.

The first section looks at the relationship between facts and value ("Is" and "ought") in economics, anthropology, historiography and psychology. Hirschman incisively questions whether the posture of self-interest does not need to be balanced by an element of benevolence in microeconomics, particularly when applying economic analysis to non-economic behaviour. Altruistic behaviour, or behaviour which is not purely self-regarding, needs to be given a more central place in economic theory. Economist Michael McPherson follows with an impressive critique of the dogmatic postulation of unchanging "wants", arguing the need to balance causal explanation with meaningful understanding. Paul Rabinow suggests that the scientism of Franz Boas and the interpretive anthropology of Clifford Geertz have moral limitations. Michelle Rosaldo dissects some of the postulates of feminism, and as an anthropologist points out some of the very real cross-cultural variety in views of gender.

The middle section of the book addresses basic philosophical issues. Habermas compares interpretive social science with hermeneutics. Richard Rorty criticizes the appeal to universal moral principles and makes a Deweyan plea for coping with the social world and doing the right thing being much of a mushiness. Stephen Saltzer, whose contribution is subtitled "human agency and the slowly wilderlands", criticizes both positivistic and pure subjectivist types of explanation, and argues for a *via media* between the two.

The third section is concerned with the application of social science to social policy and is in many ways the most interesting. It is particularly welcome not only in the light of recent burgeoning interest, crystallized by Rothstein, on the utilization of the

social sciences, but because of the unreflective moralism of a good deal of work on social policy. Robert Bellah argues strongly that modern social science, even when claiming to be purely theoretical enterprise, is suffused with values. He puts forward a conception of social science as practical reason, concerned with ends as well as means. In its applied form, therefore, it is not simply concerned to produce technical fixes but with fundamental (moral) issues of social purpose. The true calling of sociology is to contribute to the self-understanding of society rather than to its manipulated improvement. William Sullivan criticizes the view that the social sciences can provide expert knowledge on the basis of which public policy is formed. Reflecting the views of many of the contributors, he sharply attacks scientific and positivistic conceptions of applied social research. Bruce Sievers provides a very welcome examination of public opinion research, a topic which receives too little attention from discipline-bound academics.

The collection hangs together fairly well through the pursuit of common themes and reliance on a body of common literature. For example, Lawrence Kohlberg's work on moral education receives much attention. Despite its major contribution, many of its themes will already be familiar to European readers. There is a sense here of America rediscovering the wheel, reflecting an American erosion of faith in those scientific canons which European social scientists (at least in sociology and political science) have been less ready to adhere to. The main weakness of the collection is a certain gap of interest which does not stoop to consider in any detail the implications of the arguments so strenuously put forward for the conduct of empirical investigation.

J. E. T. Eldridge
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Working lives

British Industrial Relations by Gill Palmer
Allen & Unwin, £20.00 and £6.95
ISBN 0 04 331 091 5 and 331 092 3
Workplace Industrial Relations in Britain: The DE/PSS/SSRC Survey by W. W. Daniel and Neil Millward
Helmson Educational, £14.50 and £5.95
ISBN 0 435 83190 9 and 83191 7

Perhaps for the first time, there is now something like a respectable choice of textbooks on British industrial relations. A couple of the well-used conventional texts have been replaced in updated editions and a number of new contributions have appeared. Gill Palmer's book marks a further point in the ascendancy of sociologists to a field once dominated by economists, labour lawyers and transcribers of institutional practices.

The newer texts seek to locate the descriptive and interpretative of industrial relations in their broader context. A couple of the well-used conventional texts have been replaced in updated editions and a number of new contributions have appeared. Gill Palmer's book marks a further point in the ascendancy of sociologists to a field once dominated by economists, labour lawyers and transcribers of institutional practices.

Martin Bulmer
Dr Bulmer is senior lecturer in social administration at the London School of Economics.

Major Textbooks from Macmillan

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J. Thompson and D. Held
1981 344 pp. 0 333 2551 9 £5.95

over the appropriate scope and limits of the subject. One thing is certain: boundaries have expanded to encompass deep-rooted social and political issues.

Gill Palmer's definition of her subject reflects the contemporary trends of the field. She sets herself the task of studying "the processes of conflict in the employment relationship". In practice this still seems to demand a good deal of attention to the conventional headings of trade unions, employers' associations, collective bargaining and the government. In addition, however, it allows a more theoretical and searching questioning of fundamental issues such as orientations to work, and perspectives on conflict in society. Palmer's assiduous attention to presenting the variety of disagreement and perspectives not surprisingly clouds the distinctiveness of her position. But in essence this seems to derive from a neo-Weberian perspective on multifarious conflicts as to be expected but the precise form any conflict will take depends on the strategies of various interest groups and the institutional arrangements within which they interact.

This particular perspective is largely maintained throughout and remains a continued emphasis on the bureaucratization of work. Other forms of strategic control are dismissed as what cavalierly. Hence, technology gets short-shrift with the question's assertion that "Although mechanization controls are increasing, they will not predominate until all production is processed through automated plant and robots replace employees". The emphasis on bureaucratic control strategy leads to a measure of repetition and too many references to particular recent writers. Indeed in significance accorded this perspective in the light of the fact that the otherwise excellent account of perspectives in chapter 2, Weberian view is the most weakly presented.

The political analysis illuminating the link between prescriptions and perspectives, while not new, is nonetheless well executed and represents particular strength of this book. Unfortunately, however, similar ideas recur in chapters 2, 9 and 10. Moreover, the material is unevenly distributed. The concluding chapter, which highlights one of the unfortunate tendencies among neo-sociologists - the temptation to continually to redefine fundamental concepts, in this case "power", even last. Here the discussion of power is not sufficiently grounded in the new going material.

Palmer's text remains, however, a very worthwhile addition to the literature. In the main it achieves an integration between the theoretical and the empirical which comprises the above work. This publication aims to give a factual account of the results of a large collaborative survey and to furnish a preliminary analysis of the data. Both aspects are offered with an eye towards policy implications. The survey itself was conducted in 1980, accordingly, information on the extent and significance of the industrial changes in industrial relations since Thatcherism and recession really took hold, are not to be expected in this publication.

Nevertheless, this will surely become the essential source-book to workplaces industrial relations. The meticulously planned and executed survey is the most comprehensive of the public and private sectors and of the growth in union membership in the use of formalized procedures during the late 1970s is recorded and too in the increase in the use of industrial action. Much of the general picture has, however, more particularly suggested in other more partial surveys. Perhaps the indispensable utility of this survey will be to act as a benchmark for the follow-up planned for next year.

John Storey
John Storey is senior lecturer in industrial relations and industrial sociology at Trent Polytechnic.

John Rex and Sally Tomlinson's *British City* has been issued as a paperback by Routledge & Kegan Paul at £5.95.

BOOKS

SOCIOLOGY

Police at work

Inside the British Police: a force at work by Simon Holdaway
Blackwell, £4.95
ISBN 0 631 13112 4
Control in the Police Organization edited by Maurice Punch
Sage, £27.00
ISBN 0 362 16090 0

The issue of controlling police behaviour is central to the continuing debate about policing in Britain. These two books, the one written and the other edited by researchers with established reputations in police studies, deserve serious attention, since they address this issue directly.

Holdaway presents us with an ethnography of policing a deprived urban area in a large British city. It promises to be a particularly penetrating account, since observations were conducted covertly over a period when Holdaway was a serving police sergeant. The police emerge from this portrait in a very poor light. They appear arrogant, brutal, manipulative, and solely concerned with finding evidence in what is, essentially, a rather boring job. They will seemingly go almost any lengths to achieve the evidence they crave, in careless disregard of the safety, let alone the civil rights, of ordinary citizens.

Despite its promise, this ethnography proves to be disappointingly insubstantial. Incidents are repeatedly referred to as examples to support different points, suggesting a lack of relevance, and one is frequently left with the impression that much is being said of little. The reason for this would seem to be that the author's position of police sergeant/observer was less advantageous (whatever the ethics of covert observation) than might, at first, be supposed. He admits that as a sergeant he was unable to observe much of the peace-keeping work that police officers do and which forms the major proportion of their duties. As a result, his account is largely restricted to the police station.



Moreover, it is clear that he lacked rapport with the officers that he observed. Because of his strong ethical beliefs, he evidently found police officers and police work to be distasteful, and being in the position of a supervisor, could not avoid disclosing his views. Consequently, there was mutual antipathy which, to his credit, he does not seek to hide in his discussion of research methods.

The evident distaste with which he regards much police behaviour seems to have strongly influenced the wholly negative portrait that he paints. Certainly, one is left with methodological and conceptual reservations. As regards method, there seems to be some confusion over the evidential status accorded to informants' accounts. On the one hand, they are treated as reliable reports of such actual behaviour as the use of excessive force, while on the other, he treats them as mere rhetoric or exaggerations designed to maintain the appearance of police work as exciting. Conceptually, the occupational culture is treated as unitary and the gratuitous imposition of the police themselves, rather than an adaptation to the conditions of police work. Nor is much consideration given to the possibility that different officers evolve or adopt different cultural styles to cope with the realities of their work. This could lead to the impression that all that needs to be done to improve policing is to change the occupational culture, and thus attains the "moving police force" that is desired.

These reservations apart, Holdaway's work does, however, have the merit of drawing attention to the fact that external changes of policy and technology are necessarily mediated (even subverted) by the occupational culture of ordinary police officers working at the base of the organization. That those who officiate at prescriptions for changing the police fail to appreciate this uncomfortable fact leads to their proposals being either doomed at the outset or dangerously unpredictable in their implementation.

Punch's admirable collection of conference papers provides one example of this failure to appreciate reality when Nordhoff and Straver comment the German-Dutch versions of "community policing". The excellence of the collection, however, lies in the immediately exposed as romanticism. It is subjected to searching and merciless theoretical scrutiny by Ogburn and Fijntje while Broer and van der Vijver describe how one such proposal founded on, among other things, such unromantic organizational realities as people not wishing to have their holiday arrangements disrupted.

These latter authors also implicitly raise the issue of whether or not the police is a monolithic institution, since they demonstrate that the experimental scheme they observed was finally abandoned as a result of a coalition of factors within the police. As Punch, Janine and Janine, and van Marrewijk all testify, the police and the police occupational culture are not the

trayed as being, for example, by Holdaway. In particular, they point to the rift often found between superiors and subordinates. The occupational culture of subordinates is often designed as much to protect officers from their superiors, as to protect them from external control.

It would also be erroneous to believe that the only reason innovation appears seldom to work in policing is because the police themselves are resistant to such schemes. Kelling usefully reviews a number of experiments conducted in the United States since the mid-1960s designed to reduce crime, all of which have failed. His conclusion is that there is, perhaps, little more that the police can do to combat crime, although they can and have been able to reduce the fear of crime. The danger is that a result of continuing to emphasize crime reduction as the primary, if not sole goal of policing, will be to encourage the police into taking more aggressive preventative action, which only exacerbates their already poor relations with certain sections of the community. Recourse to such policies are not the gratuitous innovation of the police, but result from social and political pressures to achieve the unsustainable.

However, as Reiner points out, the police have not been the neutral recipients of policies emphasizing the need to reduce crime levels, but have vigorously participated in the "law and order" debate, presenting views strikingly similar to traditional Tory attitudes. He sees this as disturbingly anti-democratic, but as Bittner remarks in his penetrating overview, such activism may be seen as an assertion by the police of their professional worth, in subject to the same exaggeration that other professionals are inclined to make.

Indeed, Bittner's brief discussion is one of the two contributions which I would commend to all those who are concerned about policing. He cuts through to the fundamentals of the problem, pointing out that we not only want the police to act within legal constraints, but also, and perhaps more importantly, to achieve the best possible result when dealing with a situation. He criticizes the one-sided trend towards constraining police behaviour within legal restrictions, without enabling and encouraging officers to improve their competence in dealing with the diverse duties they are called upon to perform. As he forcefully affirms, dealing with the routine tasks that ordinary police officers are required to undertake requires considerable skills that have for too long gone unrecognised.

In the second of the two most commendable papers, Chatterton points to how the demands of the type of competence referred to by Bittner may conflict with strict legality. Only those officers known among their colleagues as "snatchers" advocate enforcing the laws of assault automatically. It is more common for officers to enforce such laws selectively according to the moral culpability of those involved. This creates complexities in the reported statistics for such offences, but few will read the two accounts of how a officer selectively enforced these laws without feeling that he displayed the competence that Bittner rightly applauds. As Chatterton also points out, it is when the officer feels constrained to act according to legal prescription for fear of external intervention, that justice suffers.

It is this discrepancy between strict legality on the one hand, and judicious police intervention on the other, that is at the heart of the issue of controlling the police. Constraining the police within a rigid framework of legal rules may satisfy ethical and legal ideals. Imposing new organizational schemes and systems may accord with romantic notions about what social life is like. Pursuing a simplistic notion of "crime-fighting" might bolster the professional self-esteem of the police. However, none of these fashionable solutions force we all seek, not only because they will be undermined by the occupational culture and factional rivalries within the police organization, but because they fail to come to terms with the realities of police work. What Bittner and Chatterton challenge us to do, is to begin to recognize the complexity of the problems inherent in policing and abandon facile formulas.

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University of London

Research Assistant

Research Assistant in the Department of Child Development & Education. The post holder will be responsible for the management and development of the research programme in the Department of Child Development & Education.

The Open University

TEMPORARY LECTURER

We wish to appoint a temporary lecturer to teach in the Department of Education. The post holder will be responsible for the management and development of the research programme in the Department of Education.

University of Bath

LECTURERSHIP

Applications are invited for a lectureship in the Department of Education. The post holder will be responsible for the management and development of the research programme in the Department of Education.

Universities continued

Memorial University of Newfoundland

FACULTY POSITIONS TO BE FILLED DURING 1984

The Faculty of Business Administration is seeking applications for two positions in the Department of Business Administration. The posts are to be filled by September 1984. The successful candidates will be expected to teach and supervise students in the Department of Business Administration.

UNIVERSITY OF EAST ANGLIA

LECTURESHP IN COMPUTERISED ACCOUNTANCY

Applications are invited from suitably qualified persons for a lectureship in the Department of Accounting. The post holder will be responsible for the management and development of the research programme in the Department of Accounting.

University of Birmingham

LECTURER IN DEVELOPMENT ECONOMICS

Required to continue the teaching and research programme in the Department of Development Economics. The post holder will be responsible for the management and development of the research programme in the Department of Development Economics.

Fellowships

The University of Leeds

RESEARCH FELLOW

Applications are invited for a research fellowship in the Department of Education. The post holder will be responsible for the management and development of the research programme in the Department of Education.

Polytechnics

Nottinghamshire County Council

DIRECTOR

The Council of the Polytechnic invites applications for the post of Director. The post holder will be responsible for the management and development of the polytechnic.

POLYTECHNIC OF THE SOUTH BANK

Head of Department of Building Economics

Applications are invited from chartered building or quantity surveyors, or other directly related professionals, for the above post. The successful candidate will be expected to provide academic leadership and management skills to the Department of Building Economics and to be responsible for the effective integration of the department's teaching on other courses within the Faculty.

CITY OF BIRMINGHAM POLYTECHNIC

DEPARTMENT OF ART

PRINCIPAL LECTURER, COURSE DIRECTOR - M.A. FINE ART

Applications are invited for the above post from candidates who are practising artists as well as having previous educational experience of an appropriate nature.

KINGSTON POLYTECHNIC

SENIOR LECTURER/LECTURER II INDUSTRIAL CHEMISTRY

Candidates, preferably qualified in an aspect of chemical technology, should have had experience in one or more aspects of industrial chemistry such as design of chemical plant, process control or biotechnology.

PLYMOUTH POLYTECHNIC

DEPARTMENT OF GEOGRAPHICAL SCIENCES

RESEARCH ASSISTANT IN HUMAN GEOGRAPHY

Applications are invited for the following post, duties to commence on 1st January 1984.

Polytechnics cont

Oxford Polytechnic
Department of Estate Management
SENIOR LECTURER/PRINCIPAL LECTURER IN ESTATE MANAGEMENT
S/L Salary £10,883-£13,443 P/L Salary £12,519-£15,744

Applications are invited for a newly designated post within the Department of Estate Management. The post holder will be responsible for the teaching and supervision of students in the Department of Estate Management. The post holder will also be responsible for the development of the Department of Estate Management. The post holder will also be responsible for the development of the Department of Estate Management.

Application forms and further details may be obtained from the Director of Studies, Oxford Polytechnic, Oxford OX4 0DQ.

Industry & Commerce

Honours Graduates

London/Overseas
around £12,500
(age 24/29)

A British public company with overseas interests seeks several management trainees for a project-based development programme. The programme includes a year's training in basic market research, through secondment with associate companies, and acquisition negotiations to liaison with international sources of development.

Candidates must have good degrees (First or Upper Second) plus enough commercial or professional experience to know what they don't want to do. Disillusioned academics, barristers, bankers (international & merchant), finance accountants/solicitors are all relevant examples. The key is that you must show evidence of excellence (personal and intellectual) and you don't feel trapped by your first career choice.

For full job description write in confidence to: W.T. Agar at J&P, 104 Marylebone Lane, London W1M 5LL, showing very clearly how you meet our client's requirements, quoting 714/TM. Both men and women may apply.

J&P

John Courtis and Partners

Colleges of Technology

GLASGOW COLLEGE OF TECHNOLOGY

ASSISTANT DIRECTORS
Salary: £18,933

The College is a polytechnic type institution of advanced higher education which may be designated a Scottish Central Institution.

Following restructuring of the directorate team, two posts at the level of Assistant Director will arise. Applicants should have appropriate educational and research experience of a good record of administrative experience at a senior level.

For one post an interest in information technology and its transfer would be an advantage.

Application forms from the Establishments Office, Glasgow College of Technology, Cowcaddens Road, Glasgow G4 9AA. (Tel: 041-332 7000) to be returned within 14 days of the appearance of this advertisement. (13829)

Fellowships cont

University of Wales
Prifysgol Cymru
UNIVERSITY
FELLOWSHIPS

A limited number of fellowships will be offered by the University in session 1984-85 available for future of the following constituent institutions:

University of Wales, Aberystwyth
University of Wales, Bangor
University of Wales, Cardiff
University of Wales, Lampeter
University of Wales, Llanidloes
University of Wales, Llanysfa
University of Wales, St David's
University of Wales, Swansea

The fellowships, tenable for two years from 1 October 1984, are intended for advanced research without limitation of subject, and are open to graduates of any University. Candidates should possess a research degree. Fellowships will not be awarded to researchers for a Ph.D. degree.

The award will normally be £7,100 in the first year, rising to £7,850 in the second.

Applicants should obtain detailed conditions governing the fellowships, together with an application form, from the Registrar of the University of Wales, 100, The Quadrant, Cardiff, CF1 1AT. The form should be completed and returned to the Registrar, University of Wales, 100, The Quadrant, Cardiff, CF1 1AT, by 1 February 1984.

Lothian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

SENIOR LECTURER A in CONSTRUCTION TECHNOLOGY AND ENVIRONMENTAL STUDIES

Salary on Scale: £12,228-£13,572 (Bar) £15,411

required to make a major contribution to the development of Construction Technology and Environmental Studies within the Department of Building and Surveying at Degree, Higher National Diploma and Higher Certificate levels.

Applicants should have relevant degree or professional qualifications and teaching experience.

Application forms and further particulars from: The Administrative Officer (Personnel) Napier College of Commerce and Technology Colinton Road Edinburgh EH10 5DT (Tel: 031-447 7070) (13802)

Administration

ASSOCIATION OF METROPOLITAN AUTHORITIES

PRINCIPAL OFFICER (Computing)
£11,000-£12,000 pa

The Association is to appoint an officer to strengthen its expertise in the field of advanced computational and quantitative techniques.

The officer will be required to: play a major part in the Reta Support Grant negotiations, making use of the Department of the Environment's database;

analyse data produced by Government and prepare data for the Association's use in negotiations with Government;

develop computer models for use in Reta Support Grant negotiations;

provide advice and assistance in the field of computerised data analysis in other aspects of the Association's work;

contribute generally to the work of the Finance Section of the Association.

The ideal candidate will be a graduate of a relevant discipline, skilled in statistical techniques and with broad experience as a computer user, including programming. Knowledge of local government and in particular a working knowledge of local government finance, would be useful.

Salary in range of £11,000 to £12,000 per annum, inclusive, London allowances. Local Government conditions of service apply.

Application forms and job description from The Secretary, AMA, 38 Old Queen Street, London SW1.

Informal discussion of the job, please ring Martin Pilgrim or Steve Hughes.

Closing date: 14th November, 1983. (13879)

Epsom School of Art and Design

CHIEF ADMINISTRATIVE OFFICER

£10,809-£11,978 including Surrey Allowance

Epsom School of Art and Design provides vocational courses for Ordinary and Higher National Diplomas at Ordinary and Higher levels.

The post carries the full range of administrative responsibilities including the day-to-day running of the school, the maintenance of the school's financial and administrative records, and the coordination of the school's activities with the local authority and the community.

Candidates must have previous administrative experience of the type required for this post, and should possess relevant qualifications.

For further details and application forms, please contact the Director of Studies, Epsom School of Art and Design, Epsom, Surrey, KT18 5BS. Tel: 01835 48111. (13829)

Personal

IMMEDIATE ADVANCES £100

to £1,000, £1,500, £2,000, £2,500, £3,000, £3,500, £4,000, £4,500, £5,000, £5,500, £6,000, £6,500, £7,000, £7,500, £8,000, £8,500, £9,000, £9,500, £10,000, £10,500, £11,000, £11,500, £12,000, £12,500, £13,000, £13,500, £14,000, £14,500, £15,000, £15,500, £16,000, £16,500, £17,000, £17,500, £18,000, £18,500, £19,000, £19,500, £20,000, £20,500, £21,000, £21,500, £22,000, £22,500, £23,000, £23,500, £24,000, £24,500, £25,000, £25,500, £26,000, £26,500, £27,000, £27,500, £28,000, £28,500, £29,000, £29,500, £30,000, £30,500, £31,000, £31,500, £32,000, £32,500, £33,000, £33,500, £34,000, £34,500, £35,000, £35,500, £36,000, £36,500, £37,000, £37,500, £38,000, £38,500, £39,000, £39,500, £40,000, £40,500, £41,000, £41,500, £42,000, £42,500, £43,000, £43,500, £44,000, £44,500, £45,000, £45,500, £46,000, £46,500, £47,000, £47,500, £48,000, £48,500, £49,000, £49,500, £50,000, £50,500, £51,000, £51,500, £52,000, £52,500, £53,000, £53,500, £54,000, £54,500, £55,000, £55,500, £56,000, £56,500, 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